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ABSTRACT

This curriculum guide for sixth-grade social studies in Seminole County Florida school district features the curriculums of various world culture courses as well as minimum student performance standards and objectives. The contents are as follows: Florida Department of Education world cultures curriculum frameworks (basic, average, advanced); free enterprise and consumer education minimum objectives (assessed at grade 8); minimum student performance standards for Florida schools; student performance standards of excellence for Florida schools in social studies (assessed at grade 8); Comprehensive Tests of Basic Skills (social studies objectives); Introduction to World Cultures (curriculum); World Cultures (curriculum); and Advanced World Cultures (curriculum). (DB)

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The Margaret K. Reynolds Building

SIXTH GRADE SOCIAL STUDIES CURRICULUM

SO 030 423

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WORLD CULTURES CURRICULUM

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Introduction To Sixth Grade World Cultures

Curriculum 1989

Notes to the teacher using this guide:

1. The guide is as chronological as the three sixth grade texts would allow.

2. Some of the curriculum included here will not be found in the text but will require supplementing; e.g., Human Heritage.

3. Some units will include parts of chapters according to the layout of the text.

4. The State Department of Education Intended Outcomes are correlated to the County Course Outlines.

5. The Free Enterprise/Consumer Education Minimum Standards of Excellence, and Comprehensive Tests of Basic Skills are referenced to those units where they most logically apply. Teachers may find these standards useful and applicable in other units as well.

6. Standards of Excellence will only apply to the average and advanced curriculums.

7. an * will indicate that the student performance objective is a thinking skill.

8. Basic World Cultures contains the essential content for the sixth grade social studies curriculum.

9. Florida History is an optional for sixth grade instruction.

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1. Florida Department of Education -Curriculum Frameworks (Basic, Average, Advanced)

2. Free Enterprise and Consumer Education Minimum Objectives-Assessed at Grade 8

3. Minimum Student Performance Standards for Florida Schools

4. Student Performance Standards of Excellence for Florida Schools in Social Studies-Assessed at Grade 8

5. Comprehensive Tests of Basic Skills-Social Studies Objectives

7. Introduction to World Cultures

8. World Cultures

9. Advanced World Cultures

CURRICULUM FRAMEWORKS-GRADE 6
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2109000 COURSE TITLE: M/J INTRODUCTION TO WORLD CULTURES, BASIC

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students the opportunity to acquire an understanding of the basic constructs related to the development of civilizations and their impact on our contemporary world by examining the political, economic, social, religious, geographic, scientific and cultural facts that have affected humanity.

The content should include, but not be limited to, the development of civilizations in historical and geographical settings, events, and personalities which have significantly influenced culture and history, major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures.

II. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

1. Identify significant events and contributions of past civilizations that have influenced contemporary civilizations.

2. Understand that geography has had a significant influence on the development of civilization and societies.

3. Recognize significant individuals, events and characteristics of historical periods.

4. Understand that there is diversity in world cultures.

5. Identify the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures.

6. Understand that change is preceded by cause and followed by effect.

7. Recognize that civilization is influenced by science and technology.

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2109000 COURSE TITLE: M/J INTRODUCTION TO WORLD CULTURES, BASIC

8. Identify selected world problems and suggest possible solutions and consequences.

9. Recognize that societies throughout the world are interdependent.

10. Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills.

CURRICULUM FRAMEWORKS-GRADE 6
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2109010 COURSE TITLE: M/J WORLD CULTURES

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students the opportunity to acquire an understanding of the development of civilizations and their impact on our contemporary world by examining the political, economic, social, religious, geographic, scientific and cultural factors that have affected the humanity.

The content should include, but not be limited to, the development of civilizations in historical and geographical settings, events and personalities which have significantly influenced culture and history, major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures.

II. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

1. Understand how contemporary civilizations have been influenced by events and contributions of past civilizations.

2. Understand the significance of geography on the development of civilization and societies.

3. Recognize significant individuals, events and characteristics of historical periods.

4. Recognize the impact of cultural diversity on the development of civilization.

5. Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures.

6. Identify major changes in societies and determine the causes and effects of these changes.

7. Understand the impact of science and technology on civilization.

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2109010 COURSE TITLE: M/J WORLD CULTURES

8. Identify and analyze selected world problems and suggest possible solutions and consequences.

9. Identify examples of interdependence among societies throughout the world.

10. Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills.

CURRICULUM FRAMEWORKS-GRADE 6
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2109020 COURSE TITLE: M/J WORLD CULTURES,ADVANCED

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students the opportunity to analyze the development of civilizations and evaluate their impact on our contemporary world by examining the political, economic, social, religious, geographic, scientific and cultural factors that have affect humanity.

The content should include, but not be limited to, the development of civilizations in historical and geographical settings, events, and personalities which have significantly influenced culture and history, major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures.

II. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

1. Explain how significant events and contributions of past civilizations have influenced contemporary civilizations.

2. Analyze the impact of geographical factors on the development of civilizations and societies.

3. Assess the significance of individuals, events and characteristics of historical periods.

4. Analyze the impact of cultural diversity on the development of civilization.

5. Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures.

6. Infer the causes and effects of major changes in society.

7. Evaluate the impact of science and technology on civilization.

8. Suggest and evaluate possible solutions to selected world problems.

9. Explain and give examples of interdependence among societies throughout the world.

10. Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

ASSESSED AT GRADE 8

FREE ENTERPRISE AND CONSUMER EDUCATION

GRADE EIGHT

TOPIC	OBJECTIVES - The student will:	
#A- FREE ENTERPRISE, BUSINESS ORGANIZATIONS, AND PRIVATE PROPERTY	2.	Identify private property as the basic foundation of a free enterprise system.
	6.	Describe some ways in which competition benefits the consumer.
#C - LABOR ORGANIZATIONS	10.	Define labor force as people employed or seeking employment.
#D - SCARCITY AND PRODUCTION	14.	Identify why scarcity requires choices.
	17.	Define production as the creation of goods or services.
	19.	Identify how substitutions can be used when a resource becomes more scarce.
	20.	Distinguish between a consumer good and a capital good.
	21.	Identify the factors of production as natural resources, labor, capital, and management.
	21.	Identify the factors of production as natural resources, labor, capital, and management.
#E - CAPITAL INVESTMENT, PROFIT MOTIVE, AND ECONOMIC GROWTH	24.	Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services.

TOPIC		OBJECTIVES - The student will:
	25.	Define profit as the reward for taking risk in business.
#F - SPECIALIZATION, TECHNOLOGY, EXHANGE AND INTERDEPENDENCE'	30.	Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.
	31.	Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.
	32.	Define technology as the use of tools and/or knowledge to produce goods and services.
#G - SUPPLY AND DEMAND	34.	Define demand as the amount of goods and services that buyers are willing to buy.
	35.	Define marketplace as a setting where goods and services are bought, sold, or traded.
	36.	Define supply as the amount of goods or services that sellers are willing to sell.
	37.	Name some factors which may influence the supply of a good or service.
	38.	Name some factors which may influence the demand for a good or service.
#H - PRICE, MARKET EQUILIBRIUM, AND INFLATION	43.	Define price as the money value set for a good or service

	45.	Define <u>advertising</u> as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.
	46.	Recognize misleading and non-misleading advertising.
#K - SCARCITY AND CONSUMER DECISION-MAKING	50.	Define <u>consumption</u> as the use of goods and services.
	53.	Define <u>impulse buying.</u>
	54.	Define <u>planned buying.</u>
#L - PERSONAL AND FAMILY INCOME AND BUDGETS	56.	Define <u>budget</u> as a plan for the use of money, time and other resources.
#N - FINANCIAL INSTITUTIONS, CONSUMER CREDIT, AND INTEREST RATES	64.	Compare saving with a financial institution to saving at home.
	65.	Define <u>interest</u> as money paid for the use of money.
	66.	List some advantages of using credit.
	67.	List some disadvantages of using credit.
#Q - CONSUMERS EDUCATION, RIGHTS, AND RESPONSIBILITIES	74.	Identify some benefits of consumer education to the consumer.
#S - INSURANCE	79.	Define <u>insurance</u> as the purchase of protection against loss.
#T - GOVERNMENT FUNCTIONS (TAXATION, SPENDING, AND REGULATION)	83.	Define <u>government regulations</u> as rules of conduct for consumers and producers.
	84.	Identify kinds of taxes individuals may be required to pay.

MINIMUM STUDENT PERFORMANCE STANDARDS IN SOCIAL STUDIES

SIXTH GRADE

ECONOMICS
GEOGRAPHY
GOVERNMENT
HISTORY:
 U.S. HISTORY
 WORLD HISTORY

ECONOMICS

STANDARDS	SKILLS - The student will:
A. The student will understand the forces, processes and institutions involved in economic decision making.	1. Distinguish between needs and wants. 2. Distinguish between goods and services. 3. recognize scarcity as the problem of limited resources and unlimited wants. 4. Recognize that scarcity necessitates choices. 6. Distinguish between private and public property. 7. Identify sources of income. 8. Distinguish between producers nd consumers. 10. Recognize the concept of "medium of exchange."

GEOGRAPHY

STANDARDS	SKILLS - The student will:
B. The student will demonstrate an understanding and use of basic geographic concepts.	1. Identify maps and globes as representations of the Earth.
	2. Recognize that people of the world are linked by transportation and communication.
	4. Identify similarities and distinguish differences between communities.
	5. Recognize map and globe terms related to direction, distance and symbols.
	6. Use maps, globes and other tools of geography.
	7. Identify political divisions of the United States and the world.
	9. Recognize physical geographic features.
	11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
	12. Use thematic maps (climatic, historic, economic, political, physical).

GOVERNMENT

STANDARDS	SKILLS - The student will:
C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.	1. Identify the services and functions provided by government. 2. Evaluate the statement that rules and laws are essential to any society. 4. Evaluate the statement that citizenship involves both rights and responsibilities. 15. Explain features associated with democratic and non democratic governments. 16. Identify major political ideas that have contributed to the development of American government.

UNITED STATES HISTORY

STANDARDS	SKILLS - The student will:
D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.	2. Identify beliefs or value systems of specific groups. 4. Recognize the effects of science and technology on society. 6. Use graphics and pictorial resources to interpret historical information. 8. Demonstrate an understanding of chronology.

WORLD HISTORY

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STUDENT PERFORMANCE STANDARDS OF EXCELLENCE FOR FLORIDA SCHOOLS IN SOCIAL STUDIES

ASSESSED AT GRADE 8

SOCIAL STUDIES

GRADE LEVEL 8

STANDARDS	SKILLS - The student will:	
A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.	1013.	Choose a topic for research, using an appropriate thesis statement.
	1014.	Properly document sources by using footnotes and compiling a bibliography.
	1015.	Synthesize information and ideas from conflicting sources.
	1016.	Identify bias and how it affects explanation of data.
	1017.	Select and defend a position or course of action consistent with established criteria.
	1018.	Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences.
B. The student will demonstrate that the past may be interpreted as a series of interrelated events.	1027.	Explain the short and long range effects of specific changes as they relate to major state, national and world events.
	1028.	Explain causes and consequences of specific historical events.
	1029.	Demonstrate the concept of arbitrary periodization of history into appropriate time frames as it relates to western and non-western societies.
	1030.	Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.
	1031.	Explain the historical setting of current state, national and international problems.

C. The student will use maps, globes and other models to interpret spatial relationships.	1046.	Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences.
	1047.	Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle.
	1048.	Explain the relationship of time zones to longitude as well as to the rotation of the earth.
	1049.	Compute time zone problems for national and international travel.
	1050.	Explain how elevation, ocean currents and location affect climate.
	1051.	Using a physical map, infer adaptation necessitated by the environment of a region.
	1052.	Explain the differences in map projections and recognize physical distortions involved in any representation of the earth other than the globe.
D. The student will describe the inter-dependence of people and institutions in economic systems.	1064.	Describe a potential business and explain how natural resources, labor, capital goods and entrepreneurial skills would be involved in its operation.
	1065.	Propose alternatives, based on economic principles, for resolving some current issues.
	1066.	Explain how economic conditions might affect the role of government in labor-management relations.
	1067.	Contrast production decisions under other economic systems with the United States' mixed market economy.

	1068.	Identify how changes in the level of capital investment affect productivity and employment.
	1069.	Explain the difference between elastic and inelastic demand and state an example of each.
	1070.	Define and cite examples of substitute goods and complementary goods.
	1071.	Describe the mechanism in a market economy that generates equilibrium prices.
	1072.	Identify the risks associated in alternative types of consumer personal investment.
	1073.	Describe the relationship between saving, business investment and employment.
	1074.	Explain how credit affects a family's financial growth and security.
	1075.	Use examples to compare and contrast common forms of credit.
	1076.	List reasons why government might be considered a fifth factor of production.
	1077.	Identify reasons why a market economy is likely to offer a greater variety of goods and services than a command economy.
E. The student will explain the inter-dependence of cultures regions, nations, peoples and the biosphere.	1091.	Identify major historical events and trends that have shaped the global development of human culture.
	1092.	Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

	1093.	Identify the interdependent networks (political, economic, social, military ecological and technological) which link the United States and other nations.
	1094.	Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.
	1095.	Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world.
F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.	1110.	Identify advantages and disadvantages of competition and cooperation in state, nation and the world.
	1111.	Given a dilemma situation, identify possible consequences and propose reasons for each.
	1112.	Predict behavior from knowledge of beliefs and values.
	1113.	Predict how conflicts in values or beliefs may affect relationships among individuals and groups.
	1114.	Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, acculturation, assimiation, direct transmission and socialization..
G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.	1130.	Explain how the political party system, including third parties, functions in the United States and in Florida.
	1131.	Evaluate the function of both lobby and interest groups.

	1132.	Distinguish between civil liberties and human rights and give examples of each.
	1133.	Define the concept of due process and give examples of its use in the United States.
	1134.	Give examples, both positive and negative, of due process.
	1135.	Compare and contrast the concept of toleration of religion with the concept of freedom of religion.
	1136.	Distinguish between and give examples of inequality and inequity.
	1137.	Propose a concept of justice by giving labeled examples of justice done and justice denied.
	1138.	Analyze historical documents to infer at least two definitions of patriotism (e.g., loyalty to country, loyalty to country's ideals).
	1139.	Analyze the role of the bureaucracy in relationship to the Presidency, the Congress and the Courts.
	1140.	Contrast the role of a political party in the United States with the role of political parties in other areas of the world.
	1141.	Infer, using the Florida Constitution, the powers granted to states by the Federal Constitution.
H. The student will explain the interaction among science, technology and society.	1162.	Identify and discuss the effectiveness of local, state or federal laws designed to protect people and the environment.
	1163.	Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems.

1164. Forecast the effects of a social, political and economic change on the environment.

1165. Select an environmental problem, investigate alternate solutions to that problem, select one alternative and defend that selection by the environment and society.

1166. Describe the social reactions which have occurred as a result of industry's impact on the environment.

1167. Demonstrate an understanding of the complexity of the energy issue.

1168. List and describe positive and negative consequences of various energy technologies.

1169. Give examples of the positive and negative influences which technology has had on societal concerns and decisions.

1170. Recognize that controversy exists concerning attempts to limit research conducted by scientists.

1171. Recognize ways in which specific rapid changes in technology impact upon society.

1172. Evaluate the effects of social and economic actions on science and technology.

1173. Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies.

1174. Analyze the significance of specializatin to science and technology.

1175. Analyze the impact of technology on science and society.

1176. Relate geo-physical changes to social and technological problems.

COMPREHENSIVE TESTS OF BASIC SKILLS

The objectives tested at grades 6-8 on the CTBS are correlated in your curriculum guide. The following are statements of CTBS U and V category objectives.

Level	Objective Number	Statement of CTBS Category Objective
DEFGHJ	85	The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.
DEFGHJ	86	The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.
DEFGHJ	87	The student will demonstrate an understanding of historical persons, events, or eras.
DEFGHJ	88	The student will demonstrate an understanding of the structures or functions of government.
DEFGHJ	89	The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.
FGHJ	90	The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

The Margaret K. Reynolds Building

Introduction

to

World Cultures

BEST COPY AVAILABLE

Grade 6

COURSE TITLE

COURSE CODE NUMBER.....2109000

COURSE TITLE.....Introduction to World Cultures

INSTRUCTIONAL LEVEL.....Basic

GRADE LEVEL.....6th

CREDIT.....One

LENGTH OF COURSE.....One Year

TEXTBOOK.....Graham, Alma, The World (New York; McGraw-Hill, 1989).

COURSE OUTLINE

WORLD CULTURES (BASIC)

1.0 Geography

- 1.1 Planet Earth
  - 1.1.1 Definition
  - 1.1.2 Solar System
  - 1.1.3 Seasons
- 1.2 Landforms
  - 1.2.1 Continents
  - 1.2.2 Oceans
  - 1.2.3 Natural Resources
- 1.3 Maps and Globes
  - 1.3.1 Definition
  - 1.3.2 Latitude/Longitude
  - 1.3.3 Map Projections
  - 1.3.4 Map Symbols
- 1.4 Population
  - 1.4.1 Density
  - 1.4.2 Culture
  - 1.4.3 Communication
  - 1.4.4 Nations

2.0 Prehistoric Era

- 2.1 Time
  - 2.1.1 Definitions
  - 2.1.2 Time Line
- 2.2 Prehistoric People
  - 2.2.1 Stone Ages (Paleolithic, Mesolithic, Neolithic)
  - 2.2.2 Contributions

3.0 Cradles of Civilization

- 3.1 Sumer
  - 3.1.1 Geography
  - 3.1.2 City-State
  - 3.1.3 Contributions
  - 3.1.4 Political System
- 3.2 India and China
  - 3.2.1 Geography
  - 3.2.2 City-States
  - 3.2.3 Contributions
  - 3.2.4 Definitions
- 3.3 Egypt
  - 3.3.1 Geography
  - 3.3.2 Three Kingdoms
  - 3.3.3 Religion
  - 3.3.4 Government and Society
  - 3.3.5 Contributions

4.0 Classical Age

- 4.1 Greece
  - 4.1.1 Geography
  - 4.1.2 Government
  - 4.1.3 City-States
  - 4.1.4 Conflict
  - 4.1.5 Contributions
  - 4.1.6 Religion
- 4.2 Rome
  - 4.2.1 Geography
  - 4.2.2 Republic
  - 4.2.3 Empire
  - 4.2.4 Society and Religion
  - 4.2.5 The Fall
  - 4.2.6 Contributions

5.0 Major Religions

- 5.1 Christianity
- 5.2 Judaism
- 5.3 Islam

COURSE OUTLINE

WORLD CULTURES (BASIC)

6.0 Middle Ages

- 6.1 Feudalism
  - 6.1.1 Society
  - 6.1.2 Manor Life
- 6.2 Development of Towns
  - 6.2.1 Trade
  - 6.2.2 Division of Labor (specialization)
- 6.3 Contributions
- 6.4 Crusades
  - 6.4.1 Causes
  - 6.4.2 Wars
  - 6.4.3 Effects

7.0 Renaissance

- 7.1 Definition
- 7.2 Contributions
- 7.3 Trade

8.0 Reformation

- 8.1 Causes
- 8.2 Leaders
- 8.3 Reform
- 8.4 Protestants
- 8.5 Effects

9.0 Age of Exploration

- 9.1 Tools
- 9.2 Explorers
- 9.3 New World

10.0 The Changing World

- 10.1 France
  - 10.1.1 French Revolution
  - 10.1.2 Napoleon
- 10.2 England
  - 10.2.1 Elizabeth I
  - 10.2.2 Glorious Revolution

11.0 Industrial Revolution

- 11.1 Textiles
- 11.2 Leaders
- 11.3 Inventions
- 11.4 Results

12.0 Nations and Empires

- 12.1 Interdependence
- 12.2 Rise of Imperialism

13.0 20th Century

- 13.1 Conflicts
  - 13.1.1 World War I
  - 13.1.2 World War II
  - 13.1.3 Korean War
  - 13.1.4 Vietnam War
- 13.2 Science and Technology
  - 13.2.1 Space
  - 13.2.2 Pollution
  - 13.2.3 Natural Resources
  - 13.2.4 Agriculture
  - 13.2.5 Land Use
  - 13.2.6 Population
  - 13.2.7 Communication
- 13.3 Human Rights

COURSE OUTLINE

WORLD CULTURES (BASIC)	
14.0 Florida History 14.1 Early Cultures 14.2 Exploration 14.2.1 Juan Ponce De Leon 14.2.2 Hernando de Soto 14.2.3 Jean Ribault 14.3 Wars and Conflicts 14.3.1 Spanish, French, English Claims 14.3.2 Seminole Wars 14.3.3 Statehood 14.3.4 Civil War 14.3.5 Spanish American War 14.4 Contemporary Florida 14.4.1 Boom and Bust 14.4.2 Cuban Missile Crisis 14.4.3 Modern Exploration (Space) 14.4.4 Tourism	

COURSE: WORLD CULTURES (BASIC)

UNIT: 1.0 GEOGRAPHY

COUNTY COURSE OUTLINE

1.1 Planet Earth
- 1.1.1 Definition
- 1.1.2 Solar System
- 1.1.3 Seasons

1.2 Landforms
- 1.2.1 Continents
- 1.2.2 Oceans
- 1.2.3 Natural Resources

1.3 Maps and Globes
- 1.3.1 Definition
- 1.3.2 Latitude/Longitude
- 1.3.3 Map Projections
- 1.3.4 Map Symbols

1.4 Population
- 1.4.1 Density
- 1.4.2 Culture
- 1.4.3 Communication
- 1.4.4 Nations

COUNTY PERFORMANCE OBJECTIVES:

1.1 Students will demonstrate knowledge of the planet earth by:
1. identifying the earth as the 3rd planet in our solar system.
2. locating the major components of our solar system.
3. explaining how the seasons vary.

1.2 Students will demonstrate knowledge of land forms by:
1. locating the 7 continents on a world map.
2. locating the 4 oceans.
3. explaining that resources become valuable when people learn how to use them.

1.3 Students will demonstrate knowledge of maps and globes by:
1. defining the terms map and globe.
2. defining the terms latitude and longitude.
3. recognizing 3 types of map projections. (Conic, Mercator, Homolosine)
4. using 3 common map symbols.

1.4 Students will demonstrate knowledge of population by:
1. locating on a population map at least 2 densely populated areas.
2. defining culture as a total way of life by a group of people.
3. identifying language as the major form of communication throughout the world.
4. listing the attributes common to all nations.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

None

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

1. Identify maps and globes as representations of the Earth.
2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
5. Recognize map and globe terms related to direction, distance and symbols.
6. Use maps, globes and other tools of geography.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

TEXTBOOK REFERENCES:

Unit One
Chapters 1-3
pages 14-74

COURSE: WORLD CULTURES (BASIC)

UNIT: 2.0 PREHISTORIC ERA

COUNTY COURSE OUTLINE

2.1 Time
- 2.1.1 Definitions
- 2.1.1 Time Line

2.2 Prehistoric People
- 2.2.1 Stone Ages
- 2.2.2 Contributions

COUNTY PERFORMANCE OBJECTIVES:

2.1 Students will demonstrate knowledge of time by:
1. defining history, prehistory, century, decade, age, era.
2. describe two ways of measuring time. (calendar, time line)

2.2 Students will demonstrate knowledge of the three stone ages (Paleolithic, Mesolithic, Neolithic) by:
1. describing how people lived during early prehistory. (hunting, gathering, stone tools)
2. listing four contributions prehistoric people developed. (use of fire, domesticated animals, agriculture, use of tools and weapons)

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand that change is preceded by cause and followed by effect. (IO-6)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.
17. Define production as the creation of goods or services.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE: The student will:

32. Define technology as the use of tools and/or knowledge to produce goods and services.

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

4. Recognize that scarcity necessitates choices.
6. Distinguish between private and public property.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."
11. Analyze advertising.

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.

TEXTBOOK REFERENCES:

Unit Two
Chapter 1
Lessons 1 and 2
pages 78-89

COURSE: WORLD CULTURES (BASIC)

UNIT: 3.0 CRADLES OF CIVILIZATION

COUNTY COURSE OUTLINE

3.1 Sumer
- 3.1.1 Geography
- 3.1.2 City-State
- 3.1.3 Contributions
- 3.1.4 Political System

3.2 India and China
- 3.2.1 Geography
- 3.2.2 City-State
- 3.2.3 Contributions
- 3.2.4 Definitions

3.3 Egypt
- 3.3.1 Geography
- 3.3.2 Three Kingdoms
- 3.3.3 Religion
- 3.3.4 Government and Society
- 3.3.5 Contributions

COUNTY PERFORMANCE OBJECTIVES:

3.1 Students will demonstrate knowledge of Sumer by:
1. locating Sumer on a map or globe.
2. defining city-states as the main governing unit in Sumer.
* 3. discovering that the Sumerians used metals; were first to use the wheel; and were the first to develop a written language.
4. listing the functions of Sumerian priest-kings.

3.2 Students will demonstrate knowledge of India and China by:
1. locating the Indus Valley and the Hwango Ho Civilization on a map or globe.
2. describing the cities of the Indus and Hwango Ho River Civilizations.
3. listing major contributions of the Indus and Hwango Ho River Civilizations. (sanitation system, children's toys, writing, works of bronze)
4. identifying terms of Ancient India and China.

3.3 Students will demonstrate knowledge of Egypt by:
1. locating Egypt, the Nile River, and the Nile Delta.
2. identifying the three main periods of Ancient Egyptian history. (Old, Middle, and New)
3. describing three features of Egyptian religion.(pharoah was king, priest and god)
4. describing the early government and the four classes of Egyptian society.
5. listing major contributions of Ancient Egypt.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Identify significant events and contributions of past civilizations that have influenced contemporary civilizations. (IO-1)

Understand that geography has had a significant influence on the development of civilization and societies (IO-2)

Understand that there is diversity in world cultures. (IO-4)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.
17. Define production as the creation of goods or services.
19. Identify how substitutions can be used when a resource becomes more scarce.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.
35. Define marketplace as a setting where goods and services are bought, sold, or traded.
36. Define supply as the amount of goods or services that sellers are willing to sell.
37. Name some factors which may influence the supply of a good or service.
38. Name some factors which may influence the demand for a good or service.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
3. Recognize scarcity as the problem of limited resources and unlimited wants.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.
8. Demonstrate an understanding of chronology.

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES

Unit 2
Chapters 1 and 2
pages 90-111

COURSE: WORLD CULTURES (BASIC)

UNIT: 4.0 CLASSICAL AGE

COUNTY COURSE OUTLINE

4.1 Greece
- 4.1.1 Geography
- 4.1.2 Government
- 4.1.3 City-States
- 4.1.4 Conflict
- 4.1.5 Contributions
- 4.1.6 Religion

4.2 Rome
- 4.2.1 Geography
- 4.2.2 Republic
- 4.2.3 Empire
- 4.2.4 Society and Religion
- 4.2.5 The Fall
- 4.2.6 Contributions

COUNTY PERFORMANCE OBJECTIVES:

4.1 Students will demonstrate knowledge of Greece by:
1. locating the Greek Peninsula, the Mediterranean Sea, and the Aegean Sea.
2. distinguishing between the governments of Athens and Sparta.
3. explaining the term city-states.
4. describing how the Greeks defeated the Persians.
5. recognizing the contributions of the Greeks. (philosophy, theater, poetry, sculpture, sports)
6. identifying the Greek gods.

4.2 Students will demonstrate knowledge of Rome by:
1. locating Italy, Rome, and the Tiber River.
2. describing the Roman government after 509 BC as a republic.
3. describing the Roman Empire.
4. describing living conditions in Ancient Rome.
5. listing five reasons for the fall of the Roman Empire.
6. listing three contributions of the Romans. (engineering, architecture, alphabet, law)

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Identify significant events and contributions of past civilizations that have influenced contemporary civilizations. (IO-1)

Understand that geography has had a significant influence on the development of civilization and societies. (IO-2)

Identify the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Recognize that civilization is influenced by science and technology. (IO-7)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.
31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.
32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

TOPIC

H - Price, Market Equilibrium, and Inflation

OBJECTIVE - The student will:

43. Define price as the money value set for a good or service.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

86. The student will demonstrate an understanding of economic concepts, employment, technology or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
6. Distinguish between private and public property.
7. Identify sources of income.
10. Recognize the concept of "medium of exchange."

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Idntify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.
15. Explain features associated with democratic and non-democratic governments.
16. Identify major political ideas that have contributed to the development of American government.

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Identify maps and globes as representations of the Earth.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES

Greece
Unit Two
Chapter 3
pages 113-133

Rome
Unit Two
Chapter 4
pages 135-160

COURSE: WORLD CULTURES (BASIC)

UNIT: 5.0 MAJOR RELIGIONS

COUNTY COURSE OUTLINE

5.1 Christianity

5.2 Judaism

5.3 Islam

COUNTY PERFORMANCE OBJECTIVES:

5.1 Students will demonstrate knowledge of Christianity by recognizing its philosophy.

5.2 Students will demonstrate knowledge of Judaism by recognizing its philosophy.

5.3 Students will demonstrate knowledge of Islam by recognizing its philosophy.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Understand that there is diversity in world cultures. (IO-4)

Identify the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Understand that change is preceded by cause and followed by effect. (IO-6)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

F Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will

10. Recognize the concept of "medium of exchange."

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.

4. Identify similarities and distinguish differences between communities.

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will

1. Identify the services and functions provided by government.

2. Evaluate the statement that rules and laws are essential to any society.

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
8. Demonstrate an understanding of chronology.

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES:

Unit Two
Chapter 4
pages 151-153

Unit Two
Chapter 5
pages 172-175

UNIT: 6.0 MIDDLE AGES

COUNTY COURSE OUTLINE

6.1 Feudalism
- 6.1.1 Society
- 6.1.2 Manor Life

6.2 Development of Towns
- 6.2.1 Trade
- 6.2.2 Division of Labor

6.3 Contributions

6.4 Crusades
- 6.4.1 Causes
- 6.4.2 Wars
- 6.4.3 Effects

COUNTY PERFORMANCE OBJECTIVES:

6.1 Students will demonstrate a knowledge of feudalism by:
1. identifying levels of society and their responsibilities.
2. describing the activities and characteristics of a manor.

6.2 Students will discuss the development of towns by:
1. explaining the importance of the growth of trade to life in a town.
2. recognizing the divisions and duties within the guild system.

6.3 Students will demonstrate a knowledge of the contributions in art and architecture of the Middle Ages.

6.4 Students will demonstrate an understanding of the Crusades by:
1. recalling the causes of the Crusades.
2. recognizing the Crusades as wars between Christianity and Islam.
3. stating the effect of the Crusades. (formation of European nations, expanded trade, quality of life)

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Understand that there is diversity in world cultures. (IO-4)

Identify the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Understand that change is preceded by cause and followed by effect. (IO-6)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.
6. Describe some ways in which competition benefits the consumer.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.
17. Define production as the creation of goods or services.
20. Distinguish between a consumer good and a capital good.
21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

25. Define profit as the reward for taking risk in business.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.
35. Define marketplace as a setting where goods and services are bought, sold, or traded.
36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.
38. Name some factors which may influence the demand for a good or service.

TOPIC

H - Price, Market Equilibrium, and Inflation

OBJECTIVES - The student will:

43. Define price as the money value set for a good or service.
45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.

TOPIC

K - Scarcity and Consumer Decision-Making

OBJECTIVE - The student will:

50. Define consumption as the use of goods and services.

TOPIC

N - Financial Institutions, Consumer Credit, and Interest Rates

OBJECTIVE - The student will:

65. Define interest as money paid for the use of money.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

83. Define government regulations as rules of conduct for consumers and producers.
84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
15. Explain features associated with democratic and non-democratic governments.
16. Identify major political ideas that have contributed to the development of American government.

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES

Unit Two
Chapter 5
pages 162-179

COURSE: WORLD CULTURES (BASIC)

UNIT: 7.0 RENAISSANCE

COUNTY COURSE OUTLINE

7.1 Definition

7.2 Contributions

7.3 Trade

COUNTY PERFORMANCE OBJECTIVES:

7.1 Students will define and use the word renaissance in its historical context.

7.2 Students will list at least 4 contributions of the Renaissance from the areas of art, literature, or science.

*7.3 Students will relate how trade influenced growth of cities.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Identify significant events and contributions of past civilizations that have influenced contemporary civilizations. (IO-1)

Understand that there is diversity in world cultures. (IO-4)

Identify the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (I)-5)

Understand that change is preceded by cause and followed by effect. (IO-6)

Recognize that civilization is influenced by science and technology. (IO-7)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

17. Define production as the creation of goods or services.
21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.
31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.
32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

TOPIC

N - Financial Institutions, Consumer Credit, and Interest Rates

OBJECTIVE - The student will:

65. Define interest as money paid for the use of money.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
5. Recognize map and globe terms related to direction, distance and symbols.
9. Recognize physical geographic features.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

3. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.

5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES

Unit Two
Chapter 6
pages 180-190

COURSE: WORLD CULTURES (BASIC)

UNIT: 8.0 REFORMATION

COUNTY COURSE OUTLINE

8.1 Causes

8.2 Leader

8.3 Reform

8.4 Protestants

8.5 Effects

COUNTY PERFORMANCE OBJECTIVES:

8.1 Students will name three causes of the movement of protest within the church.

8.2 Students will describe Martin Luther's role as leader of the Reformation.

8.3 Students will define and use the word reform in its historical context.

8.4 Students will describe how early reformers became known as Protestants.

8.5 Students will list at least two changes as a result of the Protestant Reformation.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Identify significant events and contributions of past civlizations that have influenced contemporary civilizations. (IO-1)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Identify the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Understand that change is preceded by cause and followed by effect. (IO-6)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

H - Price, Market Equilibrium, and Inflation

OBJECTIVE - The student will:

45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.

46. Recognize misleading and non-misleading advertising.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

6. Distinguish between private and public property.

7. Identify sources of income.

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.

4. Identify similarities and distinguish differences between communities.

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

2. Evaluate the statement that rules and laws are essential to any society.

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.

4. Recognize the effects of science and technology on society.

6. Use graphics and pictorial resources to interpret historical information.

8. Demonstrate an understanding of chronology.

E. The student will dmeonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.

5. Demonstrate an understanding of chronology.

6. Analyze selected beliefs or value systems.

9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES:

Unit Two
Chapter 6
Lesson 5
pages 196-198, 260

COURSE: WORLD CULTURES (BASIC)

UNIT: 9.0 AGE OF EXPLORATION

COUNTY COURSE OUTLINE

9.1 Tools

9.2 Explorers

9.3 New World

COUNTY PERFORMANCE OBJECTIVES:

9.1 Students will recall the importance of inventions and map-making to explorations.

9.2 Students will identify the important explorers and their voyages.

9.3 Students will recall the voyages of Columbus and the discovery of the Americas.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Identify significant events and contributions of past civilizations that have influenced contemporary civilizations. (IO-1)

Understand that geography has had a significant influence on the development of civilization and societies. (IO-2)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Understand that change is preceded by cause and followed by effect. (IO-6)

Recognize that civilization is influenced by science and technology. (IO-7)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVE - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

19. Identify how substitutions can be used when a resource becomes more scarce.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.

7. Identify political divisions of the United States and the world.

9. Recognize physical geographic features.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematiac maps (climatic, historic, economic, political, physical).

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES

Unit Two
Chapter 6
pages 182-189

COURSES: WORLD CULTURES (BASIC)

UNIT: 10.0 THE CHANGING WORLD

COUNTY COURSE OUTLINE

10.1 France
- 10.1.1 French Revolution
- 10.1.2 Napoleon

10.1 England
- 10.2.1 Elizabeth I
- 10.2.2 Glorious Revolution

COUNTY PERFORMANCE OBJECTIVES:

10.1 Students will demonstrate knowledge of France by:
1. listing major causes, events, and results of the French Revolution.
2. naming major events during Napoleon's empire.

10.2 Students will demonstrate knowledge of England by:
1. listing some of Elizabeth I's accomplishments and problems.
2. recognizing the events that brought about the Glorious Revolution as a change of government without a civil war.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Identify significant events and contributions of past civilizations that have influenced contemporary civilizations. (IO-1)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Understand that there is diversity in world cultures. (IO-4)

Identify the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Recognize that civilization is influenced by science and technology. (IO-7)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVE - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

19. Identify how substitutions can be used when a resource becomes more scarce.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures of functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
7. Identify political divisions of the United States and the world.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
14. Distinguish between the Declaration of Independence and the United States Constitution.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES

France
Unit 3
Chapter 3
pages 244-254

England
Unit 3
Chapter 2
pages 225-229

COURSE: WORLD CULTURES (BASIC)

UNIT: 11.0 INDUSTRIAL REVOLUTION

COUNTY COURSE OUTLINE

11.1 Textiles

11.2 Leaders

11.3 Inventions

11.4 Results

COUNTY PERFORMANCE OBJECTIVES

11.1 Students will recognize the changes that occurred within the textile industry.

11.2 Students will identify major leaders of the Industrial Revolution.

11.3 Students will recall major inventions.

11.4 Students will demonstrate a knowledge of the changes to lives and nations.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Identify significant events and contributions of past civilizations that have influenced contemporary civilizations. (IO-1)

Understand that there is diversity in world cultures. (IO-4)

Understand that change is preceded by cause and followed by effect. (IO-6)

Recognize that civilization is influenced by science and technology. (IO-7)

Identify selected world problems and suggest possible solutions and consequences. (IO-8)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

10. Define labor force as people employed or seeking employment.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will

2. Recognize that people of the world are linked by transportation and communication.

11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.

12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

2. Evaluate the statement that rules and laws are essential to any society.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES:

Unit Three
Chapter 2
pages 230-234

COURSE: WORLD CULTURES (BASIC)

UNIT: 12.0 NATIONS AND EMPIRES

COUNTY COURSE OUTLINE

12.1 Interdependence

12.2 Rise of Imperialism

COUNTY PERFORMANCE OBJECTIVES:

12.1 Students will demonstrate knowledge of interdependence among societies throughout the world.

12.2 Students will demonstrate knowledge of imperialism and its impact on the world.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand that there is diversity in world cultures. (IO-4)

Understand that change is preceded by cause and followed by effect. (IO-6)

Recognize that civilization is influenced by science and technology. (IO-7)

Identify selected world problems and suggest possible solutions and consequences. (IO-8)

Recognize that societies throughout the world are interdependent. (IO-9)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

10. Define labor force as people employed or seeking employment.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
7. Identify political divisions of the United States and the world.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.
14. Distinguish between the Declaration of Independence and the United States Constitution.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

- Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES

None

COURSE: WORLD CULTURES (BASIC)

UNIT: 13.0 20TH CENTURY

COUNTY COURSE OUTLINE

13.1 Conflicts
- 13.1.1 World War I
- 13.1.2 World War II
- 13.1.3 Korean War
- 13.1.4 Vietnam War

13.2 Science and Technology
- 13.2.1 Space
- 13.2.2 Pollution
- 13.2.3 Resources
- 13.2.4 Agriculture
- 13.2.5 Land Use
- 13.2.6 Population
- 13.2.7 Communication

13.3 Human Rights

COUNTY PERFORMANCE OBJECTIVES

13.1 Students will demonstrate knowledge of conflicts by:
1. identifying the major causes and results of World War I.
2. identifying the major causes and results of World War II. (Holocaust)
3. identifying the major causes and results of the Korean Conflict.
4. identifying the major causes and results of the Vietnam War.

13.2 The student will demonstrate knowledge of science and technology by:
1. listing three developments in the space program.
2. explaining the effects of pollution.
3. reporting the competition for natural resources.
4. describing advances in agriculture.
5. describing the changes demand on land use.
6. identifying the demands of an increasing population.
7. explaining how the advances in computers have increased communication.

13.3 The student will demonstrate a knowledge of human rights. (education, women's movement, civil rights)

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand that geography has had a significant influence on the development of civilization and societies. (IO-2)

Understand that there is diversity in world cultures. (IO-4)

Identify the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Understand that change is preceded by cause and followed by effect. (IO-6)

Recognize that civilization is influenced by science and technology. (IO-7)

Identify selected world problems and suggest possible solutions and consequences. (IO-8)

Recognize that societies throughout the world are interdependent. (IO-9)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

E - Captial Investment, Profit Motive, and Economic Growth

OBJECTIVE - The student will:

24. Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services.

STANDARD

F - Specialization, Technology, Exchange and Interdependence

SKILL

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

43. Define price as the money value set for a good or service.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Idenntify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.
14. Distinguish between the Declaration of Independence and the United States Constitution.
16. Identify major political ideas that have contributed to the development of American government.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
7. Recognize the effects of science and technology on society.
9. Identify political, economic and social issues of specific time periods.

TEXTBOOK REFERENCES

NONE

COURSE: WORLD CULTURES (BASIC)

UNIT: 14.0 FLORIDA HISTORY

COUNTY COURSE OUTLINE

14.1 Early Cultures

14.2 Exploration
- 14.2.1 Juan Ponce De Leon
- 14.2.2 Hernando de Soto
- 14.2.3 Jean Ribault

14.3 Wars and Conflicts
- 14.3.1 Spanish, French, English Claims
- 14.3.2 Seminole Wars
- 14.3.3 Statehood
- 14.3.4 Civil War
- 14.3.5 Spanish American War

14.4 Contemporary Florida
- 14.4.1 Boom and Bust
- 14.4.2 Cuban Missile Crisis
- 14.4.3 Modern Exploration (Space)
- 14.4.4 Tourism

COUNTY PERFORMANCE OBJECTIVES:

14.1 Students will demonstrate knowledge of early Indian cultures in Florida.

14.2 Students will demonstrate knowledge of exploration in Florida by:
1. recognizing the contributions of Ponce de Leon.
2. tracing the explorations of de Soto.
3. recognizing the influence of religion that affected Ribault.

14.3 Students will demonstrate knowledge of wars and conflicts in Florida by:
1. understanding the basis for the Spanish, French, and English claims.
2. listing the effects of the Seminole Wars to the settlers and Seminoles.
* 3. analyzing the events that led to the establishment of statehood.
4. recognizing the involvement of Floridians during the Civil War.
* 5. evaluating the economic impact upon Florida as a result of the Spanish-American War.

14.4 Students will demonstrate knowledge of contemporary Florida by:

* 1. assessing the reasons for the economic rise and fall in Florida during the 1920's.
2. recognizing the strategic location of Florida during the Cuban Missile Crisis.
3. researching the changes in Florida because of the development of the space program.
* 4. assessing the impact of tourism on Florida's growth.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Understand the significance of geography on the development of civilization and societies. (IO-2)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17 Define production as the creation of goods or services.

19. Identify how substitutions can be used when a resource becomes more scarce.

20. Distinguish between a consumer good and a capital good.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

E - Captial Investment, Profit Motive, and Economic Growth

OBJECTIVES - The student will:

24. Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services.

25. Define profit as the reward for taking risk in business.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
3. Recognize scarcity as the problem of limited resources and unlimited wants.
4. Recognize that scarcity necessitates choices.
5. Identify opportunity cost.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
9. Recognize types of taxes.
10. Recognize the concept of "medium of exchange."
11. Analyze advertising.
12. Classify natural, human and capital resources necessary for production.
13. Compare economic systems.
14. Examine the relationship between supply and demand.

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
3. Recognize physical and political features of Florida.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skill to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
3. Define terms related to American government.
7. Apply the steps of the decision-making process.
8. Apply thinking skills appropriate to American government.
13. Distinguish among local, state and national government.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.
10. Recognize cause and effect relationships of historical events.
14. Identify Florida state symbols.
15. Explain the significance of historical figures and events of Florida.
16. Identify political, economic and social issues of Florida.
17. Analyze the impact of demographic changes on the development of Florida.

TEXTBOOK REFERENCES:

NONE

The Margaret K. Reynolds Building

World Cultures

BEST COPY AVAILABLE

Grade 6

COURSE TITLE

COURSE CODE NUMBER.....2109010

COURSE TITLE.....M/J World Cultures

INSTRUCTIONAL LEVEL.....Average

GRADE LEVEL.....6

CREDIT.....One

LENGTH OF COURSE.....One Year

TEXTBOOK.....Barbini, John.
The World Past and Present
(Orlando, Harcourt Brace Jovanovich, 1985).

COURSE OUTLINE

WORLD CULTURES (AVERAGE)

1.0 Geography

- 1.1 Definition
- 1.2 Solar System
  - 1.2.1 Relationship (Earth/Sun)
  - 1.2.2 Rotation
- 1.3 Seasons
- 1.4 Physical Features
  - 1.4.1 Continents
  - 1.4.2 Landforms (mountain, isthmus, glacier, peninsula)
  - 1.4.3 Waterways (oceans, seas, strait, gulf)
- 1.5 Maps and Globes
  - 1.5.1 Definition
  - 1.5.2 Longitude/Latitude
  - 1.5.3 Map Projections
  - 1.5.4 Map Symbols
  - 1.5.5 Map Makers
  - 1.5.6 Scale
  - 1.5.7 Climate
- 1.6 Population
  - 1.6.1 Density
  - 1.6.2 Environmental Demands
- 1.7 Time Zones

2.0 Prehistoric Era

- 2.1 Time
  - 2.1.1 Definition
  - 2.1.2 Time Line
- 2.2 Prehistoric Peoples
  - 2.2.1 Paleolithic Age
  - 2.2.2 Mesolithic Age
  - 2.2.3 Neolithic Age
  - 2.2.4 Impact on Development

3.0 Four Cradles of Civilization

- 3.1 Sumer
  - 3.1.1 Geography
  - 3.1.2 City-States
  - 3.1.3 Contributions and Inventions
  - 3.1.4 Conquerors of Mesopotamia
- 3.2 India
  - 3.2.1 Geography
  - 3.2.2 City-States
  - 3.2.3 Aryans
  - 3.2.4 Contributions
- 3.3 China
  - 3.3.1 Geography
  - 3.3.2 Dynasties
  - 3.3.3 Contributions
  - 3.3.4 Religion
- 3.4 Egypt
  - 3.4.1 Geography
  - 3.4.2 Religion
  - 3.4.3 Contributions
  - 3.4.4 Three Kingdoms
  - 3.4.5 Pharaohs

4.0 Classical Age

- 4.1 Greece
  - 4.1.1 Geography
  - 4.1.2 Minoans and
  - 4.1.3 City-States
  - 4.1.4 Conflicts
  - 4.1.5 Golden Age
  - 4.1.6 Important People
  - 4.1.7 Religion
  - 4.1.8 Contributions

COURSE OUTLINE

WORLD CULTURES (AVERAGE)

4.0 Classical Age (Cont'd)

- 4.2 Rome
  - 4.2.1 Geography
  - 4.2.2 Beginnings
  - 4.2.3 Roman Republic
  - 4.2.4 Roman Empire
  - 4.2.5 The Fall
  - 4.2.6 Byzantine Empire
  - 4.2.7 Roman Life
  - 4.2.8 Important People
  - 4.2.9 Contributions

5.0 Three Major Religions

- 5.1 Christianity
- 5.2 Judaism
- 5.3 Islam

6.0 Middle Ages

- 6.1 Dark Age
  - 6.1.1 Charlemagne
  - 6.1.2 Vikings
- 6.2 Feudalism
  - 6.2.1 Society
  - 6.2.2 Manor Life
  - 6.2.3 Castles
  - 6.2.4 Knights
- 6.3 Church
  - 6.3.1 Clergy
  - 6.3.2 Pope
  - 6.3.3 Cathedrals
- 6.4 Growth of Cities
  - 6.4.1 Trade
  - 6.4.2 Guilds
  - 6.4.3 Plague
- 6.5 Crusades
  - 6.5.1 Wars
  - 6.4.2 Effects
  - 6.5.3 Nation-States
- 6.6 Contributions
  - 6.6.1 Magna Carter
  - 6.6.2 Cultural Contributions
  - 6.6.3 Education (Universities)

7.0 Renaissance

- 7.1 Definitions
- 7.2 Patrons of the Arts
- 7.3 Art
- 7.4 Printing Press
- 7.5 English Government
- 7.6 Scientist

8.0 Reformation

- 8.1 Deginition
- 8.2 Protestants
- 8.3 Leader
- 8.4 Belief
- 8.5 Effects

9.0 Age of Exploration

- 9.1 Marco Polo
- 9.2 Prince Henry the Navigator
- 9.3 Explorations
- 9.4 New World

COURSE OUTLINE

WORLD CULTURES (AVERAGE)

10.0 The Changing World

- 10.1 France
  - 10.1.1 French Revolution
  - 10.1.2 Napoleon
- 10.2 England
  - 10.2.1 Elizabeth I
  - 10.2.2 Glorious Revolution

11.0 Industrial Revolution

- 11.1 Textiles
- 11.2 Leaders
- 11.3 Inventions
- 11.4 Results

12.0 Nations and Empires

- 12.1 Interdependence Among Students Throughout the World
- 12.2 Rise of Imperialism

13.0 20th Century

- 13.1 Conflicts
  - 13.1.1 World War I
  - 13.1.2 World War II
  - 13.1.3 Korean War
  - 13.1.4 Vietnam War
- 13.2 Science and Technology
  - 13.2.1 Space
  - 13.2.2 Pollution
  - 13.2.3 Population
  - 13.2.4 Resources
  - 13.2.5 Agriculture
  - 13.2.6 Land Use
  - 13.2.7 Communication

14.0 Florida History

- 14.1 Early Cultures
- 14.2 Exploration
  - 14.2.1 Juan Ponce De Leon
  - 14.2.2 Hernando De Soto
  - 14.2.3 Jean Ribault
- 14.3 Wars and Conflicts
  - 14.3.1 Spanish, French, English Claims
  - 14.3.2 Seminole Wars
  - 14.3.3 Statehood
  - 14.3.5 Civil War
  - 14.3.6 Spanish American War
- 14.4 Contemporary Florida
  - 14.4.1 Boom and Bust
  - 14.4.2 Cuban Missile Crisis
  - 14.4.3 Modern Exploration (Space)
  - 14.4.4 Tourism

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 1.0 GEOGRAPHY

COUNTY COURSE OUTLINE

1.1 Definition

1.2 Solar System
- 1.2.1 Relationship (Earth/Sun)
- 1.2.2 Rotation

1.3 Seasons

1.4 Physical Features
- 1.4.1 Continents
- 1.4.2 Landforms (mountain, isthmus, glacier, peninsula)
- 1.4.3 Waterways (ocean, sea, strait, gulf)

1.5 Maps and Globes
- 1.5.1 Definition
- 1.5.2 Longitude/Latitude
- 1.5.3 Map Projections
- 1.5.4 Map Symbols
- 1.5.5 Map Makers
- 1.5.6 Scale
- 1.5.7 Climate

1.6 Population
- 1.6.1 Density
- 1.6.2 Environmental Demands

1.7 Time Zones

COUNTY PERFORMANCE OBJECTIVES

1.1 Students will demonstrate knowledge of geography by defining geography as the study of the earth's physical features and how it changes.

1.2 Students will demonstrate knowledge of the relationship between the earth and sun by:
1. identifying the earth as the 3rd planet 93 million miles from the sun.
2. describing how rotation creates day and night.

1.3 Students will demonstrate knowledge of geography by explaining how the earth's tilt creates the seasons.

1.4 Students will demonstrate knowledge of the earth's physical features by:
1. locating the seven continents on a world map.
* 2. distinguishing between four land forms that will affect historical civilizations (mountain, glacier, isthmus, peninsula).
* 3. distinguishing between waterways that will affect historical development. (ocean, sea, strait, gulf)

1.5 Students will demonstrate the relationships between maps and globes by:
1. applying the definitions with activities.
2. locating given places using longitude and latitude.
3. explaining the purpose of at least 3 different map projections.
4. illustrating map symbols.
5. identifying at least 3 kinds of map makers (demographer, cartographer, urban geographer)
6. using a scale.
7. explaining how climate affected settlements.

1.6 Students will demonstrate knowledge of population by:
* 1. interpreting areas of density.
* 2. assessing environmental demands.

1.7 Students will demonstrate their knowledge of time zones by determining the time in various parts of the world.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Utilize appropriate vocabulary and geographic reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

None

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

1. Identify maps and globes as representations of the Earth.
2. Recognize that people of the world are linked by transportation and communication.

4. Identify similarities and distinguish differences between communities.
5. Recognize map and globe terms related to direction, distance and symbols.
6. Use maps, globes and other tools of geography.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS OF EXCELLENCE

STANDARD

C. The student will use maps, globes and other models to interpret spatial relationships.

SKILLS - The student will:

1046. Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences.
1047. Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle.
1048. Explain the relationship of time zones to longitude as well as to the rotation of the earth.
1049. Compute time zone problems for national and international travel.
1050. Explain how elevation, ocean currents and location affect climate.
1051. Using a physical map, infer adaptation necessitated by the environment of a region.
1052. Explain the differences in map projections and recognize physical distortions involved in any representation of the earth other than the globe.

TEXTBOOK REFERENCES

Introduction
pages 1-15

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 2.0 PRE-HISTORIC ERA

COUNTY COURSE OUTLINE

2.1 Time
- 2.1.1 Definition
- 2.1.2 Time Line

2.2 Prehistoric Peoples
- 2.2.1 Paleolithic Age
- 2.2.2 Mesolithic Age
- 2.2.3 Neolithic Age
- 2.2.4 Impact on Development

COUNTY PERFORMANCE OBJECTIVES:

2.1 Students will demonstrate knowledge of time by:
1. applying the definition to historical references (B.C., A.D.)
2. developing a time line for a given period of history.

2.2 Students will demonstrate knowledge of prehistoric peoples by:
* 1. interpreting the developments of the Paleolithic Age.
* 2. comparing the developments of the Mesolithic Age and Paleolithic Age.
* 3. classifying developments of the Neolithic Age.
* 4. evaluating developments which had the greatest impact on man's growth.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

32. Define technology as the use of tools and/or knowledge to produce goods and services.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

4. Recognize that scarcity necessitates choices.
6. Distinguish between private and public property.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."
11. Analyze advertising.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic, and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.

STANDARDS OF EXCELLENCE

STANDARDS

C. The student will use maps,. globes, and other models to interpret spatial relationships.

SKILLS - The student will:

1051. Using a physical map, infer adaptation necessitated by the environment of a region.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1170. Recognize that controversy exists concerning attempts to limit research conducted by scientists.

TEXTBOOK REFERENCES:

None

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 3.0 CRADLES OF CIVILIZATION

COUNTY COURSE OUTLINE

3.1 Sumer
- 3.1.1 Geography
- 3.1.2 City-States
- 3.1.3 Contributions and Inventions
- 3.1.4 Conquerors of Mesopotamia

3.2 India
- 3.2.1 Geography
- 3.2.2 City-States
- 3.2.3 Aryans
- 3.2.4 Contributions

3.3 China
- 3.3.1 Geography
- 3.3.2 Dynasties
- 3.3.3 Contributions
- 3.3.4 Religion

3.4 Egypt
- 3.4.1 Geography
- 3.4.2 Religion
- 3.4.3 Contributions
- 3.4.4 Three Kingdoms
- 3.4.5 Pharaohs

COUNTY PERFORMANCE OBJECTIVES

3.1 Students will demonstrate knowledge of Sumer by:
1. locating the Fertile crescent, Mesopotamia and the regions two major rivers on a map.
2. discussing city-states and life in them.
3. recognizing the Sumerian system of writing, use of metal and the wheel.
4. naming civilizations who conquered Mesopotamia.

3.2 Students will demonstrate knowledge of India by:
1. locating India, the Indus River, and mountain ranges.
2. identifying two Ancient city-states.
3. describing the Aryan system.
4. naming major contributions of the ancient Indian civilization's (sanitation system, writing, stamp seals).

3.3 Students will demonstrate knowledge of China by:
1. locating China and the Yellow River.
2. identifying the important ruling groups.
3. naming the major contributions of the Ancient Chinese civilization (writing, bronze art, etc.).
* 4. comparing the ancient religions to the early Chinese.

3.4 Students will demonstrate knowledge of Egypt by:
1. locating Ancient Egypt and the Nile River.
2. identifying features of Egyptian religious beliefs.
3. describing major contributions of Ancient Egypt (writing, papyrus, medical contributions).
* 4. comparing the three main kingdoms of Ancient Egypt (Old, Middle and New).
5. Explaining the Egyptian government of Pharoahs.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Understand the significance of geography on the development of civilization and societies. (IO-2)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Understand that change is preceded by cause and followed by effect. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

D. Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

19. Identify how substitutions can be used when a resource becomes more scarce.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
3. Recognize scarcity as the problem of limited resources and unlimited wants.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1028. Explain causes and consequences of specific historical events.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1114. Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, acculturation, assimilation, direct transmission and socialization.

STANDARD

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.

TEXTBOOK REFERENCES

Chapter 1 - (pages 24 - 25)
Chapter 2 - (pages 46 - 69)
Chapter 12 - (pages 338 - 348)
Chapter 13 - (pages 366 - 377)

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 4.0 CLASSICAL AGE

COUNTY COURSE OUTLINE

4.1 Greece
- 4.1.1 Geography
- 4.1.2 Minoans and Mycanaeans
- 4.1.3 City-States
- 4.1.4 Conflicts
- 4.1.5 Golden Age
- 4.1.6 Important People
- 4.1.7 Religion
- 4.1.8 Contributions

4.2 Rome
- 4.2.1 Geography
- 4.2.2 Beginnings
- 4.2.3 Roman Republic
- 4.2.4 Roman Empire
- 4.2.5 The Fall
- 4.2.6 Byzantine Empire
- 4.2.7 Roman Life
- 4.2.8 Important People
- 4.2.9 Contributions

COUNTY PERFORMANCE OBJECTIVES

4.1 Students will demonstrate knowledge of Greece by:
1. identifying two geographical features that helped shape the history of Greece.
2. recognizing two groups who contributed to the early civilization of ancient Greece.
* 3. comparing differences in city-states concentrating on Athens and Sparta.
4. recognizing the effects of conflicts on ancient Greece.
5. recognizing the major achievements in Athens during its golden age.
6. recognizing the contributions of important Greeks.
7. recognizing the gods, goddesses, and myths in the ancient Greek religion.
8. recognizing the contributions of ancient Greece (science, philosophy, theater, architecture, and literature).

4.2 Students will demonstrate knowledge of Rome by:

1. identifying important geographical areas of italy.
2. identifying the early peoples who settled the area.
3. describing the government of the Roman Republic.
4. describing the benefits of the Roman Empire.
5. explaining why the Roman Empire declined.
6. identifying how the Eastern Roman Empire was developed.
* 7. comparing the lives of wealthy and poor Romans.
8. recognizing contributions of important Romans. (Julius Caesar, Pompey, Augustus Caesar)
9. recognizing the contributions of ancient Rome. (law, language, engineering, literature and architecture).

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Identify significant events and contributions of past civilizations that have influenced contemporary civilizations. (IO-1)

Understand that geography has had a significant influence on the development of civilization and societies. (IO-2)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Understand that there is diversity in world cultures. (IO-4)

Identify the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6).

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

Identify examples of interdependence among societies throughout the world. (IO-9)

Utilize appropriate vocabulary and geographic reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVE - The student will:

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

TOPIC

H - Price, Market Equilibrium, and Inflation

OBJECTIVE - The student will:

43. Define price as the money value set for a good or service.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
6. Distinguish between private and public property.
7. Identify sources of income.
10. Recognize the concept of "medium of exchange".

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.
15. Explain features associated with democratic and non-democratic governments.
16. Identify major political ideas that have contributed to the development of American government.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS

A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.

SKILLS - The student will:

1017. Select and defend a position or course of action consistent with established criteria.

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range effects of specific changes as they relate to major state, national and world events.

1028. Explain causes and consequences of specific historical events.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1066. Explain how economic conditions might affect the role of government in labor-management relations.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.

1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1135. Compare and contrast the concept or toleration of religion with the concept of freedom of religion.

STANDARD

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.

TEXTBOOK REFERENCES

Chapter 4 and 5
pages 108-157

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 5.0 THREE MAJOR RELIGIONS

COUNTY COURSE OUTLINE

5.1 Christianity

5.2 Judaism

5.3 Islam

COUNTY PERFORMANCE OBJECTIVES

5.1 Students will demonstrate knowledge of Christianity by describing its philosophy, leaders, and holy books.

5.2 Students will demonstrate knowledge of Judaism by describing its philosophy, leaders, and holy books.

5.3 Students will demonstrate knowledge of Islam by describing its philosophy, leaders, holy books, and areas of land inhabited.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-9)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.

2. Evaluate the statement that rules and laws are essential to any society.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1028. Explain causes and consequences of specific historical events.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1112. Predict behavior from knowledge of beliefs and values.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.

TEXTBOOK REFERENCES:

Chapter 3; pages 61-62
Chapter 3; pages 70-75

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 6.0 MIDDLE AGES

COUNTY COURSE OUTLINE

6.1 Dark Age
- 6.1.1 Charlemagne
- 6.1.2 Vikings

6.2 Feudalism
- 6.2.1 Society
- 6.2.2 Manor Life
- 6.2.3 Castles
- 6.2.4 Knights

6.3 Church
- 6.3.1 Clergy
- 6.3.2 Pope
- 6.3.3 Cathedrals

6.4 Growth of Cities
- 6.4.1 Trade
- 6.4.2 Guilds
- 6.4.3 Plague

6.5 Crusades
- 6.5.1 Wars
- 6.5.2 Effects
- 6.5.3 Nation-States

6.6 Contributions
- 6.6.1 Magna Charta
- 6.6.2 Cultural Contributions
- 6.6.3 Education (Universities)

COUNTY PERFORMANCE OBJECTIVES

6.1 Students will demonstrate knowledge of the Dark Ages by:
1. identifying Charlemagne as a positive influence during this time period.
2. discussing the role of the Vikings in this age.

6.2 Students will demonstrate knowledge of feudalism by:
* 1. interpreting the levels of society according to the feudal pyramid.
2. describing life on the manor.
3. identifying the parts of a castle.
4. listing stages of a knight's training (page, squire, knight).

6.3 Students will demonstrate knowledge of the church during the Middle Ages by:
1. naming three groups of people who devoted their lives to religion (nuns, monks, priests).
2. recognizing the power of the Pope.
* 3. comparing Romanesque and Gothic cathedrals.

6.4 Students will demonstrate knowledge of the growth of cities by:
1. understanding that the expanding middle class was a result of the growth of trade.
2. describing the two types of guilds (merchant, craft).
3. explaining how feudal society was changed by the plague.

6.5 Students will demonstrate knowledge of the Crusades by:
1. discussing the purpose of the wars.
* 2. interpreting the cultural changes to Europe.
3. describing the nature of a nation-state.

6.6 Students will demonstrate knowledge of the changes in the Middle Ages by:
1. recognizing the significance of the Magna Carta.
2. identifying cultural contributions (architecture, religion, behavior).
3. describing education (clergy, guilds, universities).

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Understand the significance of geography on the development of civilization and societies., (IO-2)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

Identify examples of interdependence among societies throughout the worlds. (IO-9)

Utilize appropriate vocabulary and geographic reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

20. Distinguish between a consumer good and a capital good.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

25. Define profit as the reward for taking risk in business.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

TOPIC

H - Price, Market Equilibrium, and Inflation

OBJECTIVES - The student will:

43. Define price as the money value set for a good or service.

45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.

TOPIC

K - Scarcity and Consumer Decision-Making

OBJECTIVE - The student will:

50. Define consumption as the use of goods and services.

TOPIC

N - Financial Institutions, Consumer Credit, and Interest Rates

OBJECTIVE - The student will:

65. Define interest as money paid for the use of money.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. Th student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES.

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.

7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
15. Explain features associated with democratic and non-democratic governments.
16. Identify major political ideas that have contributed to the development of American government.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
4. Use graphics and pictorial resources to interpret historical information.

5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range effects of specific changes as they relate to major state, national and world events.

1028. Explain causes and consequences of specific historical events.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1066. Explain how economic conditions might affect the role of government in labor-management relations.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1112. Predict behavior from knowledge of beliefs and values.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1163. Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems.
1171. Recognize ways in which specific rapid changes in technology impact upon society.

TEXTBOOK REFERENCES

Chapter 6
pages 165-185

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 7.0 RENAISSANCE

COUNTY COURSE OUTLINE

7.1 Definition

7.2 Patrons of the Arts

7.3 Art

7.4 Printing Press

7.5 English Government

7.6 Scientist

COUNTY PERFORMANCE OBJECTIVES:

7.1 Students will demonstrate a knowledge of the Renaissance by defining this period as a "rebirth" of the classical age.

7.2 Students will demonstrate a knowledge of the Renaissance by identifying patrons in separate Italian city-states who financially encouraged artists.

7.3 Students will demonstrate a knowledge of the Renaissasnce by comparing the artists Giotto, da Vinci, Michelangelo through their works.

7.4 Students will demonstrate a knowledge of the impact of Gutenberg's printing press by naming at least 2 effects on society.

7.5 Students will demonstrate a knowledge of the English government (Tudor) by describing its features.

7.6 Students will demonstrate a knowledge of the scientists Copirnicus, Galileo and Newton by discussing their discoveries.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Understand the significance of geography on the development of civilization and societies. (IO-2)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

Identify examples of interdependence among societies throughout the worlds. (IO-9)

Utilize appropriate vocabulary and geographic reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

17. Define production as the creation of goods or services.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

TOPIC

N - Financial Institutions, Consumer Credit, and Interest Rates

OBJECTIVE - The student will:

65. Define interest as money paid for the use of money.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange".

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
5. Recognize map and globe terms related to direction, distance and symbols.
9. Recognize physical geographic features.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze th impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.

SKILLS - The student will:

1017. Select and defend a position or course of action consistent with established criteria.

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.
1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.

TEXTBOOK REFERENCES

Chapter 7
pages 190-207

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 8.0 REFORMATION

COUNTY COURSE OUTLINE

8.1 Definition

8.2 Protestants

8.3 Leader

8.4 Belief

8.5 Effects

COUNTY PERFORMANCE OBJECTIVES

8.1 Students will identify the reformation as a desire for reform within the Catholic Church.

8.2 Students will define the term Protestant.

8.3 Students will identify Martin Luther as the leader of Reformation.

8.4 Students will recognize that the beliefs of this movement emphasized the importance of the individual.

8.5 Students will explain why the religious rivalry of this period led to wars during the Renaissance.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE ANC CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

H - Price, Market Equilibrium, and Inflation

OBJECTIVE - The student will:

45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.

46. Recognize misleading and nonmisleading advertising.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

6. Distinguish between private and public property.
7. Identify sources of income.

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

2. Evaluate the statement that rules and laws are essential to any society.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with history and the various social sciences.

SKILLS - The student will:

1017. Select and defend a position or course of action consistent with established criteria.

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.
1029. Demonstrate the concept of arbitrary periodization of history into appropriate time frames as it relates to western and non-western societies.
1030. Explain the significance of specific changes from the persepecites of various ethnic groups, social classes and cultures.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1112. Predict behavior from knowledge of beliefs and values.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1135. Compare and contrast the concept of toleration of religion wilth the concept of freedom of religion.

TEXTBOOK REFERENCES

Chapter 7
pages 199-200

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 9.0 AGE OF EXPLORATION

COUNTY COURSE OUTLINE

9.1 Marco Polo

9.2 Prince Henry the Navigator

9.3 Explorations

9.4 New World

COUNTY PERFORMANCE OBJECTIVES

9.1 Students will demonstrate a knowledge of Marco Polo by describing his travels and the resulting cultural advantages to Europe.

9.2 Students will demonstrate a knowledge of navigational growth by identifying efforts of Prince Henry the Navigator (maps, ships, instruments).

9.3 Students will demonstrate knowledge of routes of exploration by indicating origin and destination of selected explorers. (Diaz, Da Gama, Cortez, Pizarro).

9.4 Students will demonstrate a knowledge of the discovery of the Americas by Columbus by explaining the significance of the voyages.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Understand the significance of geography on the development of civilization and societies. (IO-2)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

Utilize appropriate vocabulary and geographic reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVE - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

19. Identify how substitutions can be used when a resource becomes more scarce.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.
1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.
1031. Explain the historical setting of current state, national and international problems.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1110. Identify advantages and disadvantages of competition and cooperation in state, nation and the world.
1111. Given a dilemma situation, identify possible consequences and propose reasons for each.

TEXTBOOK REFERENCES

Chapter 7
page 201

Chapter 9
pages 283 - 285

Chapter 13
pages 378 -379

Chapter 16
pages 477 - 479

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 10.0 THE CHANGING WORLD

COUNTY COURSE OUTLINE

10.1 France
- 10.1.1 French Revolution
- 10.1.2 Napoleon

10.2 England
- 10.2.1 Elizabeth I
- 10.2.2 Glorious Revolution

COUNTY PERFORMANCE OBJECTIVES:

10.1 Students will demonstrate knowledge of France by:
1. discussing major causes, events, and results of the French Revolution.
* 2. interpreting major events during Napoleon's empire.

10.2 Students will demonstrate knowledge of England by:
1. recognizing some of Elizabeth I's accomplishments and problems.
* 2. comparing the events that brought about the Glorious Revolution as a change of government without a civil war with the French Revolution.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

Utilize appropriate vocabulary and geographic reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVE - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

TOPIC

C -Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

19. Identify how substitutions can be used when a resource becomes more scarce.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
7. Identify political divisions of the United States and the world.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
14. Distinguish between the Declaration of Independence and the United States Constitution.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1132. Distinguish between civil liberties and human rights and give examples of each.

TEXTBOOK REFERENCES

Chapter 8
pages 218- 221

Chapter 7
pages 203 - 204

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 11.0 INDUSTRIAL REVOLUTION

COUNTY COURSE OUTLINE

11.1 Textiles
11.2 Leaders
11.3 Inventions
11.4 Results

COUNTY PERFORMANCE OBJECTIVES

11.1 Students will identify the changes that occurred within the textile industry.
11.2 Students will identify major leaders of the Industrial Revolution.
11.3 Students will describe major inventions.
11.4 Students will demonstrate a knowledge of the changes to lives and nations by discussing examples of these changes.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

Utilize appropriate vocabulary and geographic reference/ study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

10. Define labor force as people employed or seeking employment.

TOPIC

C. Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

T. Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

2. Evaluate the statement that rules and laws are essential to any society.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1029. Explain causes and consequences of specific historical events.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1066. Explain how economic conditions might affect the role of government in labor-management relations.
1068. Identify how changes in the level of capital investment affects productivity and employment.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1110. Identify advantages and disadvantages of competition and cooperation in state, nation and the world.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1166. Describe the social reactions which have occurred as a result of industry's impact on the environment.
1168. List and describe positive and negative consequences of various energy technologies.
1169. Give examples of the positive and negative influences which technology has had on societal concerns and decisions.
1171. Recognize ways in which specific rapid changes in technology impact upon society.
1175. Analyze the impact of technology on science and society.

TEXTBOOK REFERENCES

Chapter 8
pages 213 - 217

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 12.0 NATIONS AND EMPIRES

COUNTY COURSE OUTLINE

12.1 Interdependence Among Societies Throughout the World

12.2 Rise of Imperialism

COUNTY PERFORMANCE OBJECTIVES:

12.1 Students will demonstrate knowledge of nations and empires by describing the interdependence among societies throughout the world.

12.2 Students will demonstrate knowledge of imperialism and its impact on the world by listing three examples and results.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (10-1)

Understand the significance of geography on the development of civilization and societies. (10-2)

Recognize significant individuals, events and characteristics of historical periods. (10-3)

Recognize the impact of cultural diversity on the development of civilization. (10-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (10-5)

Identify major changes in societies and determine the causes and effects of these changes. (10-6)

Understand the impact of science and technology on civilization. (10-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (10-8)

Identify examples of interdependence among societies throughout the world. (10-9)

Utilize appropriate vocabulary and geographic reference/study, critical thinking, and decision-making skills. (10-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.
6. Describe some ways in which competition benefits the consumer.
10. Define labor force as people employed or seeking employment.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

88. The student will demonstrate an understanding of the structures of functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
7. Identify political divisions of the United States and the world.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.
14. Distinguish between the Declaration of Independence and the United States Constitution.

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
9. Demonstrate an understanding of chronology.

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range effects of specific changes as they relate to major state, national and world events.

1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
1093. Identify the interdependent networks (political, economic, social, military, ecological and technological) which link the United States and other nations.

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1110. Identify advantages and disadvantages of competition and cooperation in state, nation and the world.

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.

TEXTBOOK REFERENCES

Chapter 10
pages 293, 294

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 13.0 20TH CENTURY

COUNTY COURSE OUTLINE

13.1 Conflicts
- 13.1.1 World War I
- 13.1.2 World War II
- 13.1.3 Korean War
- 13.1.4 Vietnam War

13.2 Science and Technology
- 13.2.1 Space
- 13.2.2 Pollution
- 13.2.3 Resources
- 13.2.4 Agriculture
- 13.2.5 Land Use
- 13.2.6 Population

13.2.7 Communication

13.3 Human Rights

COUNTY PERFORMANCE OBJECTIVES

13.1 Students will demonstrate knowledge of conflicts by:
1. identifying the major causes and results of World War I.
2. identifying the major causes and results of World War II (Holocaust).
3. identifying the major causes and results of the Korean Conflict.
4. identifying the major causes and results of the Vietnam War.

13.2 Students will demonstrate knowledge of science and technology by:
1. illustrating three developments in the space program.
2. differentiating the effects of pollution.
* 3. interpreting the competition for natural resources.
* 4. comparing advances in agriculture.
5. questioning the changing demands on land use.
6. recognizing the demands of an increasing population.
* 7. interpreting how the advances in computors have increased communication.

13.3 Students will demonstrate a knowledge of human rights by relating four examples in contemporary society.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (10-1)

Understand the significance of geography on the development of civilization and societies. (10-2)

Recognize significant individuals, events and characteristics of historical periods. (10-3)

Recognize the impact of cultural diversity on the development of civilization. (10-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (10-5)

Identify major changes in societies and determine the causes and effects of these changes. (10-6)

Understand the impact of science and technology on civilization. (10-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (10-8)

Identify examples of interdependence among societies throughout the world. (10-9)

Utilize appropriate vocabulary and geographic reference/study, critical thinking, and decision-making skills. (10-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A. Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basis foundation of a free enterprise system.
6. Describe some ways in which competition benefits the consumer.

TOPIC

C. Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

F. Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.
31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.
32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G. Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.
35. Define marketplace as a setting where goods and services are bought, sold, or traded.
36. Define supply as the amount of goods or services that sellers are willing to sell.
37. Name some factors which may influence the supply of a good or service.
38. Name some factors which may influence the demand for a good or service.
43. Define price as the only value set for a good or service.

TOPIC

T. Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

93. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.
14. Distinguish between the Declaration of Independence and the United States Constitution.
16. Identify major political ideas that have contributed to the development of American government.

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
7. Recognize the effects of science and technology on society.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.

TEXTBOOK REFERENCES

Chapter 8
pages 224 - 226,
231
226 - 228,
236

Chapter 15
pages 431, 432

COURSE: WORLD CULTURES (AVERAGE)

UNIT: 14.0 FLORIDA HISTORY

COUNTY COURSE OUTLINE

14.1 Early Cultures

14.2 Exploration
- 14.2.1 Juan Ponce De Leon
- 14.2.2 Hernando De Soto
- 14.2.3 Jean Ribault

14.3 Wars and Conflicts
- 14.3.1 Spanish, French, English Claims
- 14.3.2 Seminole Wars
- 14.3.3 Statehood
- 14.3.5 Civil War
- 14.3.6 Spanish American War

14.4 Contemporary Florida
- 14.4.1 Boom and Bust
- 14.4.2 Cuban Missile Crisis
- 14.4.3 Modern Exploration (Space)
- 14.4.4 Tourism

COUNTY PERFORMANCE OBJECTIVES

14.1 Students will demonstrate knowledge of early Indian cultures in Florida by recognizing three tribes indigenous to the state.

14.2 Students will demonstrate knowledge of exploration in Florida by:
1. recognizing the contribution of Ponce De Leon.
2. tracing the explorations of De Soto.
3. recognizing the influence of religion that affected Ribault.

14.3 Students will demonstrate knowledge of wars and conflicts in Florida by:
1. understanding the basis for the Spanish, French, and English claims.
2. listing the effects of the Seminole War to the settlers and Seminoles.
* 3. analyzing the events that led to the establishment of statehood.
4. recognizing the involvement of Floridian's during the Civil War.
* 5. evaluating the economic impact upon Florida as a result of the Spanish-American War.

14.4 Students will demonstrate knowledge of contemporary Florida by:
* 1. assessing the reasons for the economic rise and fall in Florida during the 1920's.

2. recognizing the strategic location of Florida during the Cuban Missile Crisis.
3. researching the changes in Florida because of the development of the space program.
* 4. assessing the impact of tourism of Florida's growth.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Understand the significance of geography on the development of civilization and societies. (IO-2)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

Identify examples of interdependence among societies throughout the world. (IO-9)

Utilize appropriate vocabulary and geographic reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

19. Identify how substitutions can be used when a resource becomes more scarce.

20. Distinguish between a consumer good and a capital good.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

E - Capital Investment, Profit, Motive, and Economic Growth.

OBJECTIVES - The student will:

24. Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services.

25. Define profit as the reward for taking risk in business.

TOPIC

F. - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
3. Recognize scarcity as the problem of limited resources and unlimited wants.
4. Recognize that scarcity necessitates choices.
5. Identify opportunity cost.
6. Distinguish between private and public property.
7 Identify sources of income.
8. Distinguish between producers and consumers.
9. Recognize types of taxes.
10. Recognize the concept of "medium of exchange."
11. Analyze advertising.
12. Classify natural, human and capital resources necessary for production.
13. Compare economic systems.
14. Examine the relationship between supply and demand.

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
3. Recognize physical and political features of Florida.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical)

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
3. Define terms related to American government.
7. Apply the steps of the decision-making process.
8. Apply thinking skills appropriate to American government.
13. Distinguish among local, state and national government.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.
10. Recognize cause and effect relationships of historical events.
14. Identify Florida state symbols.
15. Explain the significance of historical figures and events of Florida.
16. Identify political, economic and social issues of Florida.
17. Analyze the impact of demographic changes on the development of Florida.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.
1029. Demonstrate the concept of arbitrary periodization of history into appropriate time frames as it relates to western and non-western societies.
1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.
1031. Explain the historical setting of current state, national and international problems.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
1093. Identify the interdependent networks (political, economic, social, military, ecological and technological) which link the United States and other nations.
1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.
1095. Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1110. Identify advantages and disadvantages of competition and cooperation in state, nation and the world.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1141. Infer, using the Florida Constitution, the powers granted to states by the Federal Constitution.

STANDARDS

H. The student will explain the interaction among science, technology and society.

1162. Identify and discuss the effectiveness of local, state or federal laws designed to protect people and the environment.
1163. Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems.
1164. Forecast the effects of a social, political and economic change on the environment.
1165. Select an environmental problem, investigate alternate solutions to that problem, select one alternative and defend that selection by the environment and society.
1166. Describe the social reactions which have occurred as a result of industry's impact on the environment.
1167. Demonstrate an understanding of the complexity of the energy issue.
1168. List and describe positive and negative consequences of various energy technologies.
1169. Give examples of the positive and negative influences which technology has had on societal concerns and decisions.
1170. Recognize that controversy exists concerning attempts to limit research conducted by scientists.

1171. Recognize ways in which specific rapid changes in technology impact upon society.
1172. Evaluate the effects of social and economic actions on science and technology.
1173. Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies.
1174. Analyze the significance of specialization to science and technology.
1175. Analyze the impact of technology on science and society.
1176. Relate geo-physical changes to social and technological problems.

TEXTBOOK REFERENCES

None

The Margaret K. Reynolds Building

Advanced World Cultures

Grade 6

BEST COPY AVAILABLE

COURSE TITLE

COURSE CODE NUMBER.....2109010

COURSE TITLE.....Middle School World Cultures

INSTRUCTIONAL LEVEL.....Advanced

GRADE LEVEL.....6

CREDIT.....1

LENGTH OF COURSE.....1 year

TEXTBOOK.....Cooper, Kenneth S.,
The World Yesterday and Today,
(Morristown, N.J., Silver Burdette and Ginn, 1988)

COURSE OUTLINE

WORLD CULTURES (ADVANCED)

1.0 Geography

- 1.1 Definition
- 1.2 Solar System
  - 1.2.1 Sun/Earth Relationship
  - 1.2.2 Rotation
  - 1.2.3 Early Contributions to Mapping
- 1.3 Seasons
- 1.4 Physical Features
  - 1.4.1 Continents
  - 1.4.2 Land Forms
  - 1.4.3 Waterways
- 1.5 Maps and Globes
  - 1.5.1 Definition
  - 1.5.2 Contour Maps
  - 1.5.3 Map Projections
  - 1.5.4 Map Symbols
  - 1.5.5 Longitude/ Latitude
  - 1.5.6 Climate
  - 1.5.7 Scale
- 1.6 Population
  - 1.6.1 Density
  - 1.6.2 Environmental Demands
- 1.7 Gathering Data
  - 1.7.1 Research
  - 1.7.2 Graphs
  - 1.7.3 Almanacs
  - 1.7.4 Atlas
  - 1.7.5 Gazetteer

2.0 Prehistoric Era

- 2.1 Time
  - 2.1.1 Definition
  - 2.1.2 Time Line
  - 2.1.3 Measurement
  - 2.1.4 Time Zones
  - 2.1.5 International Date Line
  - 2.1.6 Calendars
  - 2.1.7 Terms
- 2.2 Prehistoric Peoples
  - 2.2.1 Paleolithic Age
  - 2.2.2 Mesolithic Age
  - 2.2.3 Neolithic Age
  - 2.2.4 Archaeological Inferencing
  - 2.2.5 Interpreting References
  - 2.2.6 Myths/Fables
  - 2.2.7 Contributions
  - 2.2.8 Impact on Development

3.0 Cradles of Civilization

- 3.1 Sumer
  - 3.1.1 Geography
  - 3.1.2 Ancient Cities
  - 3.1.3 Ancient Writing
  - 3.1.4 Other Inventions
  - 3.1.5 Government and Laws
  - 3.1.6 Later Mesopotamian Empires
- 3.2 Egypt
  - 3.2.1 Geography
  - 3.2.2 Religion
  - 3.2.3 Government
  - 3.2.4 Treatment of the Dead
  - 3.2.5 Famous Rulers
  - 3.2.6 Contributions

COURSE OUTLINE

WORLD CULTURES (ADVANCED)

- 3.3 India
  - 3.3.1 Geography
  - 3.3.2 Ancient Cities
  - 3.3.3 Invasion of the Aryans
  - 3.3.4 Decline of Harappan Civilization
  - 3.3.5 Chief Characteristics
- 3.4 China
  - 3.4.1 Geography
  - 3.4.2 Chinese Writing
  - 3.4.3 Religion
  - 3.4.4 Contributions/ Inventions
  - 3.4.5 Decline of the Shang

4.0 Classical Age

- 4.1 Greece
  - 4.1.1 Beginnings
  - 4.1.2 City-States
  - 4.1.3 Government
  - 4.1.4 Conflicts
  - 4.1.5 Important People
  - 4.1.6 Religion
  - 4.1.7 Cultural Contributions
- 4.2 Rome
  - 4.2.1 Beginnings
  - 4.2.2 Roman Republic
  - 4.2.3 Punic Wars
  - 4.2.4 Decline of Roman Republic
  - 4.2.5 Important People
  - 4.2.6 Roman Empire
  - 4.2.7 Contributions during Roman Empire
  - 4.2.8 Emperors
  - 4.2.9 Fall of Roman Empire

5.0 Major Religions

- 5.1 Christianity
- 5.2 Judaism
- 5.3 Islam
- 5.4 Buddhism
- 5.5 Confucianism
- 5.6 Hinduism

6.0 Middle Ages

- 6.1 Early Middle Ages
  - 6.1.1 Germans
  - 6.1.2 Franks
  - 6.1.3 Irish and Anglo-Saxons
  - 6.1.4 Vikings
- 6.2 Leaders in Western Europe
  - 6.2.1 Charlemagne
  - 6.2.2 William of Normandy
- 6.3 Feudalism
  - 6.3.1 Roles of Nobles, Knights, and Peasants
  - 6.3.2 Feudal System
  - 6.3.3 Castles
- 6.4 6.4.1 Role
  - 6.4.2 Clergy
  - 6.4.3 Conflict of Authority
  - 6.6.4 Contributions
- 6.5 Crusades
  - 6.5.1 Reasons
  - 6.5.2 Results

COURSE OUTLINE

WORLD CULTURES (ADVANCED)	
6.6 Rise of Towns 6.6.1 Trade 6.6.2 Living Conditions 6.6.3 Changes in Government 6.6.4 Guilds 6.6.5 Cultural Changes 6.7 Rise of Monarchies 6.7.1 French 6.7.2 English 6.7.3 One Hundred Years War 6.7.4 Spain 7.0 Renaissance 7.1 Definition 7.2 Geography 7.2.1 Italian City-States 7.2.2 Trade 7.3 Medici Family 7.4 Art 7.4.1 Michelangelo 7.4.2 Leonardo da Vinci 7.5 Literature 7.5.1 Machiavelli 7.5.2 Danti 7.6 Johann Gutenberg 8.0 Reformation 8.1 Definition 8.2 Protestants 8.3 Leader 8.4 Philosophy 8.5 Effects	9.0 Age of Exploration 9.1 Marco Polo 9.2 Prince Henry the Navigator 9.3 Exploration 9.4 New World 10.0 The Changing World 10.1 France 10.1.1 French Revolution 10.1.2 Napoleon 10.2 England 10.2.1 Elizabeth I 10.2.2 Glorious Revolution 11.0 Industrial Revolution 11.1 Textile Industry 11.2 Leaders 11.3 Major Inventions 11.4 Results 12.0 Nations and Empires 12.1 Interdependence 12.2 Rise of Imperialism 13.0 20th Century 13.1 Conflicts 13.1.1 World War I 13.1.2 World War II 13.1.3 Korean War 13.1.4 Vietnam War

COURSE OUTLINE

WORLD CULTURES (ADVANCED)

13.2 Science and Technology
- 13.2.1 Space
- 13.2.2 Pollution
- 13.2.3 Resources
- 13.2.4 Agriculture
- 13.2.5 Land Use
- 13.2.6 Population
- 13.2.7 Communication

13.3 Human Rights

14.0 Florida History

14.1 Early Cultures

14.2 Exploration
- 14.2.1 Juan Ponce De Leon
- 14.2.2 Hernando de Soto
- 14.2.3 Jean Ribault

14.3 War and Conflicts
- 14.3.1 Spanish, French, English Claims
- 14.3.2 Seminole Wars
- 14.3.3 Statehood
- 14.3.4 Civil War
- 14.3.5 Spanish American War

14.4 Contemporary Florida
- 14.4.1 Boom and Bust
- 14.4.2 Cuban Missile Crisis
- 14.4.3 Modern Exploration (Space)
- 14.4.4 Tourism

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 1.0 GEOGRAPHY

COUNTY COURSE OUTLINE

1.1 Definition

1.2 Solar System
- 1.2.1 Sun/Earth Relationship
- 1.2.2 Rotation
- 1.2.3 Early Contributions to Mapping

1.3 Seasons

1.4 Physical Features
- 1.4.1 Continents
- 1.4.2 Land Forms
- 1.4.3 Waterways

1.5 Maps and Globes
- 1.5.1 Definition
- 1.5.2 Contour Maps
- 1.5.3 Map Projections
- 1.5.4 Map Symbols
- 1.5.5 Longitude/Latitude
- 1.5.6 Climate
- 1.5.7 Scale

1.6 Population
- 1.6.1 Density
- 1.6.2 Environmental Demands

1.7 Gathering Data
- 1.7.1 Research
- 1.7.2 Graphs
- 1.7.3 Almanacs
- 1.7.4 Atlas
- 1.7.5 Gazetteer

COUNTY PERFORMANCE OBJECTIVES

1.1 Students will demonstrate knowledge of the term geography by defining it as the study of the earth and how people have adapted to various conditions.

1.2 Students will demonstrate knowledge of the solar system by:
1. describing how the earth's revolution around the sun causes seasonal changes.
2. explaining how the earth's rotation on its axis creates night and day.
3. explaining how the contributions of Eratosthenes, Strabo, Ptolemy advanced our understanding of the earth.

1.3 Students will demonstrate knowledge of seasons by explaining how the tilt of the earth affects the seasons in the Northern and Southern Hemispheres.

1.4 Students will demonstrate knowledge of physical features by:
1. locating the seven contintents on a world map.
2. identifying land forms and effects on the course of history.
3. describing waterways and effects on the course of history.

1.5 Students will demonstrate knowledge of maps and globes by:
1. differentiating between the definitions and the uses of maps and globes.
2. identifying a contour map as a method of illustrating landforms.
3. explaining the uses of different map projections.
4. planning a legend using map symbols to identify specific areas and locations.
* 5. applying the definition of longitude and latitude by locating specific points.
6. defining climate as a pattern of weather that affects the course of history.
7. using scale to compare area maps with a world map.

1.6 Students will demonstrate knowledge of population by:
* 1. interpreting a population map as to how density influences geography.
* 2. evaluating changing environmental demands created by a changing population.

1.7 Students will demonstrate knowledge of gathering data by:
* 1. organizing a visual presentation using research skills. (notecards, outlining, bibliography)
* 2. interpreting geographic and historical information using various types of graphs. (pie, bar, line graphs and pictographs)
3. selecting information from an almanac to report data.
* 4. correlating information from special purpose maps to assess a given area.
5. using a gazetter in geographic research.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

None

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanading of the physical environment or the ability to interpret maps and globes.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

1. Identify maps and globes as representations of the Earth.
2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
5. Recognize map and globe terms related to direction, distance and symbols.
6. Use maps, globes and other tools of geography.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS OF EXCELLENCE

STANDARDS

C. The student will use maps, globes and other models to interpret spatial relationships.

SKILLS - The student will

1046. Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences.
1047. Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle.
1048. Explain the relationship of time zones to the longitude as well as to the rotation of the earth.

1049. Compute time zone problems for national and international travel.
1050. Explain how elevation, ocean currents and location affect climate.
1051. Using a physical map, infer adaptation necessitated by the environment of a region.
1052. Explain the differences in map projections and recognize physical distortions involved in any representation of the earth other than the globe.

TEXTBOOK REFERENCES

The World: Yesterday and Today:
Chapters 1 and 2

Human Heritage: Unit One

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 2.0 PREHISTORIC ERA

COUNTY COURSE OUTLINE

2.1 Time
- 2.1.1 Definition
- 2.1.2 Time Line
- 2.1.3 Measurement
- 2.1.4 Time Zones
- 2.1.5 International Date Line
- 2.1.6 Calendars
- 2.1.7 Terms

2.2 Prehistoric Peoples
- 2.2.1 Paleolithic Age
- 2.2.2 Mesolithic Age
- 2.2.3 Neolithic Age
- 2.2.4 Archaeological Inferencing
- 2.2.5 Interpreting References
- 2.2.6 Myths/Fables
- 2.2.7 Contributions
- 2.2.8 Impact on Development

COUNTY PERFORMANCE OBJECTIVES:

2.1 Students will demonstrate knowledge of time by:
1. recognizing that time is dictated by revolution of the earth around the sun and cultural interpretation.
2. using a time line to illustrate historical developments.
3. defining measurement as divided into years, decades, centuries, B.C. and A.D.
4. identifying time zones as based on 360 degrees on the globe.
5. identifying the International Date Line.
* 6. comparing calendars as a reflection of cultural individuality.
7. defining and applying terms to given class activities.

2.2 Students will demonstrate knowledge of prehistoric peoples by:

1. defining the progress of the Paleolithic Age as the basis for future development.
2. distinguishing between the process of the Paleolithic Age and the Mesolithic Age and the influence on man's development.
* 3. evaluating the progress of the Neolithic Age as the background for future development.
4. selecting fragmented artifacts within the 3 ages where archaeological inferencing was appliled.
* 5. comparing different interpretations of references.
6. selecting myths or fables which represent various culture's explanations of their origins.
* 7. assessing contributions as a building process for future developments.
* 8. predicting the impact on man's social, economic, and political development.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Infer the causes and effects of major changes in society. (IO-6)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

D - Scarcity and Production

OBJECTIVE - The student will:

14. Identify why scarcity requires choices.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

32. Define technology as the use of tools and/or knowledge to produce goods and services.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

4. Recognize that scarcity necessitates choices.
6. Distinguish between private and public property.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."
11. Analyze advertising.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.

SKILLS - The student will:

1016. Identify bias and how it affects explanation of data.
1017. Select and defend a position or course of action consistent with established criteria.

STANDARDS

C. The student will use maps, globes, and other models to interpret spatial relationships.

SKILLS - The student will:

1046. Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences.

1051. Using a physical map, infer adaptation necessitated by the environment of a region.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1170. Recognize that controversy exists concerning attempts to limit research conducted by scientists.
1174. Analyze the significance of specialization to science and technology.

TEXTBOOK REFERENCES:

The World: Yesterday and Today, Chapter 2

Human Heritage: Unit One

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 3.0 CRADLES OF CIVILIZATIONS

COUNTY COURSE OUTLINE

3.1 Sumer
- 3.1.1 Geography
- 3.1.2 Ancient Cities
- 3.1.3 Ancient Writing
- 3.1.4 Other Inventions
- 3.1.5 Government and Laws
- 3.1.6 Later Mesopotamian Empires

3.2 Egypt
- 3.2.1 Geography
- 3.2.2 Religion
- 3.2.3 Government
- 3.2.4 Treatment of the Dead
- 3.2.5 Famous Rulers
- 3.2.6 Contributions

3.3 India
- 3.3.1 Geography
- 3.3.2 Ancient Cities
- 3.3.3 Invasion of the Aryans
- 3.3.4 Decline of Harappan Civilization
- 3.3.5 Chief Characteristics

3.4 China
- 3.4.1 Geography
- 3.4.2 Chinese Writing
- 3.4.3 Religion
- 3.4.4 Contributions/Inventions
- 3.4.5 Decline of the Shang

COUNTY COURSE OUTLINE

3.1 Students will demonstrate knowledge of Sumer by:
1. locating the area and the Tigres and Euphrates Rivers
* 2. evaluating several advantages of living in a city.
* 3. assessing reasons why the development of writing was important.
4. identifying the major contributions made by Mesopotamians (the wheel, the plow, number system)
5. explaining why ancient and modern cities need laws.
6. listing the future civilizations that developed and their contributions.

3.2 Students will demonstrate knowledge of Egypt by:
1. locating Egypt and the Nile River.
2. discussing the ancient Egyptian religion and its impact.
3. discussing the role of the pharoah.
* 4. correlating social and religious values.
5. recognizing major achievements of rulers.
6. identifying major contributions to later civilizations.

3.3 Students will demonstrate knowledge of India by:
1. locating India, the Indus River, and mountain ranges.
2. identifying the people of Haroppa and Mohenjo-Daro.
3. describing the significance of the Aryans and their invasion of India.
* 4. debating the theories given for the decline of Haroppan civilization.
5. identifying chief characteristics of the ancient Indian civilizations.

3.4 Students will demonstrate knowledge of China by:
1. locating China and the Yellow River.
2. describing the ancient Chinese system of writing.
3. explaining the features of the Shang religion and teachings of Confucius.
4. discussing major contributions and inventions of the early Chinese.
5. identifying the reasons for the decline of the Shang civilization.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Analyze the impact of geographical factors on the development of civilizations and societies. (IO-2)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

19. Identify how substitutions can be used when a resource becomes more scarce.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
3. Recognize scarcity as the problem of limited resources and unlimited wants.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply prolem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.

STANDARD

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1028. Explain causes and consequences of specific historical events.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1064. Describe a potential business and explain how natural resources, labor, capital goods and entrepreneruial skills would be involved in its operation.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1112. Predict behavior from knowledge of beliefs and values.
1114. Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, accultration, assimilation, direct transmission and socialization.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.
1175. Analyze the impact of technology on science and society.

TEXTBOOK REFERENCES:

The World: Yesterday and Today
Chapter 3, pages 52 - 61
Chapter 3, pages 62 - 73
Chapter 6, pages 126 - 132
Chapter 6, pages 133 - 142

ADDITIONAL REFERENCES

Human Heritage,
Chapter 4, pages 55 - 65
Chapter 5, pages 67 - 81
Chapter 6, pages 83 - 93

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 4.0 CLASSICAL AGE

COUNTY COURSE OUTLINE

4.1 Greece
- 4.1.1 Beginnings
- 4.1.2 City-States
- 4.1.3 Government
- 4.1.4 Conflicts
- 4.1.5 Important People
- 4.1.6 Religion
- 4.1.7 Cultural Contributions

4.2 Rome
- 4.2.1 Beginnings
- 4.2.2 Roman Republic
- 4.2.3 Punic Wars
- 4.2.4 Decline of Roman Republic
- 4.2.5 Important People
- 4.2.6 Roman Empire
- 4.2.7 Contributions during Roman Empire
- 4.2.8 Emperors
- 4.2.9 Fall of Roman Empire

COUNTY PERFORMANCE OBJECTIVES:

4.1 Students will demonstrate knowledge of Greece by:
1. tracing the development of the Minoans and Mycenean's civilization.
2. discussing the development of city-states with emphasis on Athens and Sparta.
3. describing the features of the development of democracy in Athens.
* 4. analyzing the effects of wars upon Greece's history.
5. summarizing the achievements of people and their impact on history.
6. describing the beliefs and practices of Greek religion.
7. identifying the contributions in the fields of art and science.

4.2 Students will demonstrate knowledge of Rome by:

1. tracing the development of early settlers (Latens and Etruscans).
* 2. comparing the development of the Roman Republic to earlier civilizations.
* 3. analyzing the effects of the Punic Wars.
4. discussing the events leading to the decline.
5. examining the achievements of people and their impact on history.
6. comparing the characteristics of the Roman Empire to the Republic.
7. explaining aspects of daily life during the empire. (language, law)
* 8. analyzing the contributions of Roman emperors.
* 9. evaluating the reasons for the fall of the empire (political, economic, foreign enemies)

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Analyze the impact of geographical factors on the development of civilizations and societies. (IO-2)

Assess the significance of individuals, events and characteristics of historical periods. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Explain and give examples of interdependence among societies throughout the world. (IO-9)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

F - Specialization, Technology, Exchange and Interdependence.

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and servics.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVE - The student will:

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

TOPIC

H - Price, Market Equilibrium, and Inflation

OBJECTIVE - The student will:

43. Define price as the money value set for a good or service.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
6. Distinguish between private and public property.
7. Identify sources of income.
10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARD

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.
15. Explain features associated with democratic and non-democratic governments.
16. Identify major political ideas that have contributed to the development of American government.

STANDARD

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARD

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Identify maps and globes as representations of the Earth.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.

SKILLS - The student will:

1017. Select and defend a position or course of action consistent with established criteria.

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.

1028. Explain causes and consequences of specific historical events.

1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1066. Explain how economic conditions might affect the role of government in labor-management relations.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.

1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.

1112. Predict behavior from knowledge of beliefs and values.

1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1135. Compare and contrast the concept of toleration of religion with the concept of freedom of religion.

STANDARD

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.

1172. Evaluate the effects of social and economic actions on science and technology.

1174. Analyze the significance of specialization to science and technology.

1175. Analyze the impact of technology on science and society.

TEXTBOOK REFERENCES

Greece
The World: Yesterday and Today
Unit Two
Chapter 4
pages 76-99

Human Heritage
Unit Four
Chapters 9 - 12

Rome
The World: Yesterday and Today
Unit Two
Chapter 5
pages 102-123

Human Heritage
Unit Four
Chapters 13 - 15

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 5.0 MAJOR RELIGIONS

COUNTY COURSE OUTLINE

5.1 Christianity

5.2 Judaism

5.3 Islam

5.4 Buddhism

5.5 Confucianism

5.6 Hinduism

COUNTY PERFORMANCE OBJECTIVES:

5.1 Students will demonstrate knowledge of Christianity by describing its philosophy, leaders, and holy books.

5.2 Students will demonstrate knowledge of Judaism by describing its philosophy, leaders and holy books.

5.3 Students will demonstrate knowledge of Islam by describing its philosophy, leaders, holy books, and areas of land inhabited.

5.4 Students will demonstrate knowledge of Buddhism by describing its philosophy, leader, and holy writing.

5.5 Students will demonstrate a knowledge of Confucianism by describing is philosophy and leader.

5.6 Student will demonstrate a knowledge of Hinduism by describing its philosophy and teachings.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

F - Specialization, Technology, Exchange and Interdependence.

OBJECTIVES - The student will:

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply prolem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1028. Explain causes and consequences of specific historical events.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1112. Predict behavior from knowledge of beliefs and values.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1135. Compare and contrast the concept of toleration of religion with the concept of freedom of religion.
1138. Analyze historical documents to infer at least two definitions of patriotism (e.g., loyalty to country, loyalty to country's ideals).

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.
1174. Analyze the significance of specialization to science and technology.

TEXTBOOK REFERENCES:

The World: Yesterday and Today
Chapter 6
pages 131-132

Chapter 6
pages 135-137

Chapter 15
pages 333-341

Chapter 21
pages 484-485

Human Heritage
Chapter 6
pages 89-97; 100-101

Chapter 16
pages 233-236; 246-247

Chapter 22
pages 319-235

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 6.0 MIDDLE AGES

COUNTY COURSE OUTLINE

6.1 Early Middle Ages
- 6.1.1 Germans
- 6.1.2 Franks
- 6.1.3 Irish and Anglo-Saxons
- 6.1.4 Vikings

6.2 Leaders in Western Europe
- 6.2.1 Charlemagne
- 6.2.2 William of Normandy

6.3 Feudalism
- 6.3.1 Roles of Nobles, Knights, Peasants
- 6.3.2 Feudal System
- 6.3.3 Castles

6.4 The Church
- 6.4.1 Role
- 6.4.2 Clergy
- 6.4.3 Conflict of Authority
- 6.4.4 Contributions

6.5 Crusades
- 6.5.1 Reasons
- 6.5.2 Results

6.6 Rise of Towns
- 6.6.1 Trade
- 6.6.2 Living Conditions
- 6.6.3 Changes in Government
- 6.6.4 Guilds
- 6.6.5 Cultural Changes

6.7 Rise of Monarchies
- 6.7.1 French
- 6.7.2 English
- 6.7.3 One Hundred Years War
- 6.7.4 Spain

COUNTY PERFORMANCE OBJECTIVES:

6.1 Students will demonstrate knowledge of the early middle ages by:
* 1. analyzing the role of the Germans during 500-1000.
* 2. analyzing the relationship of Franks to the church.
3. tracing the emergence of a united England.
4. explaining Viking expansion.

6.2 Students will demonstrate knowledge of the leaders in early Western Europe by:
1. identifying Charlemagne as a positive influence.
2. describing the importance of William of Normandy.

6.3 Students will demonstrate knowledge of feudalism by:
* 1. comparing the roles of nobles, knights and peasants.
2. explaining land divisions, political, and economic characteristics.
3. identifying features of a castle.

6.4 Students will demonstrate knowledge of the church by:
1. describing the role of the Catholic church.
* 2. comparing the roles of monks and friars.
3. describing the conflict between the authority of the Pope and Monarchs.
* 4. predicting how the contributions in learning and education would affect the future.

6.5 Students will demonstrate knowledge of the Crusades by:
* 1. evaluating the reasons for the Pope's call to war.
* 2. assessing the results of the crusades.

6.6 Students will demonstrate knowledge of the rise of towns by:
1. discussing the relationship of trade to the growth of medieval towns.
2. describing the living conditions in medieval towns.
* 3. comparing the changes that took place in town government with changes in government.
4. summarizing the purpose of guilds.
* 5. correlating cultural changes created by the growth of towns.

6.7 Students will demonstrate knowledge of the rise of Monarachs by:
1. relating the decline of the nobility to the development of a strong monarchy in France.
2. identifying ways in which the nobility checked the powers of English Monarchs.
3. explaining the causes and results of the Hundred Year's War.
4. describing the defeat of the Moors and unification of Spain by the "Catholic Monarchs".

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Analyze the impact of geographical factors on the development of civilizations and societies. (IO-2)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Explain and give examples of interdependence among societies throughout the world. (IO-9)

Utilize appropriate vocabulary and geographic, reference/ study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.
6. Describe some ways in which competiton benefits the consumer.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

20. Distinguish between a consumer good and a capital good.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

F - Specialization, Technology, Exchange and Interdependence.

OBJECTIVE - The student will:

25. Define profit as the reward for taking risk in business.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

TOPIC

H - Price, Market Equilibrium, and Inflation

OBJECTIVES - The student will:

43. Define price as the money value set for a good or service.

45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.

TOPIC

K - Scarcity and Consumer Decision-Making

OBJECTIVE - The student will:

50. Define consumption as the use of goods and services.

TOPIC

N - Financial Institutions, Consumer Credit, and Interest Rates

OBJECTIVE - The student will:

65. Define interest as money paid for the use of money.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

83. Define government regulations as rules of conduct for consumers and producers

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
15. Explain features associated with democratic and non-democratic governments.
16. Identify major political ideas that have contributed to the development of American government.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1066. Explain how economic conditions might affect the role of government in labor-management relations.

STANDARD

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARD

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1112. Predict behavior from knowledge of beliefs and values.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARD

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1163. Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems.
1164. Forecast the effects of a social, political and economic change on the environment.
1165. Select an environmental problem, investigate alternate solutions to that problem, select one alternative and defend that selection by the environment and society.
1172. Evaluate the effects of social and economic actions on science and technology.

1173. Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies.
1175. Analyze the impact of technology on science and society.

TEXTBOOK REFERENCES:

The World: Yesterday and Today
Chapter 8
pages 168-178

Human Heritage
Chapters 24, 25, 26, 27, 28

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 7.0 RENAISSANCE

COUNTY COURSE OUTLINE

7.1 Definition

7.2 Geography
- 7.2.1 Italian City-States
- 7.2.2 Trade

7.3 Medici Family

7.4 Art
- 7.4.1 Michelangelo
- 7.4.2 Leonardo da Vinci

7.5 Literature
- 7.5.1 Machiavelli
- 7.5.2 Dante

7.6 Johann Gutenberg

COUNTY PERFORMANCE OBJECTIVES:

* 7.1 Students will analyze the term Renaissance.

7.2 Students will demonstrate knowledge of the geography of Europe by:
1. explaining the political boundaries of Italian city-states as established during this period.
2. examining trade routes.

* 7.3 Students will demonstrate knowledge of the Medici family by analyzing their political, economic, and social influence. (despots, banking, patrons of the arts)

7.4 Students will demonstrate knowledge of Renaissance Art by:
1. describing the works and social status of Michelangelo.
* 2. examining the statement that Leonardo da Vinci was "the Renaissance Man."

7.5 Students will demonstrate knowledge of Renaissance literature by:
1. identifying Machiavelli's <u>The Prince</u> as a political writing.
2. identifying Dante's <u>The Divine Comedy</u> as a religious viewpoint, which influenced thinking.

* 7.6 Students will demonstrate knowledge of Johann Gutenberg by examining the impact of the printing press on society.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Analyze the impact of geographical factors on the development of civilizations and societies. (IO-2)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Explain and give examples of interdependence among societies throughout the world. (IO-9)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

17. Define production as the creation of goods or services.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

TOPIC

N - Financial Institutions, Consumer Credit, and Interest Rates

OBJECTIVE - The student will:

65. Define interest as money paid for the use of money.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
10. Recognize the concept of "medium of exchange."

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
5. Recognize map and globe terms related to direction, distance and symbols.
9. Recognize physical geographic features.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.

STANDARD

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
7. Recognize the effects of science and technology on society.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with history and the various Social Sciences.

SKILLS - The student will:

1017. Select and defend a position or course of action consistent with established criteria.
1018. Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences.

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.
1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1072. Identify the risks associated in alternative types of consumer personal investment.
1074. Explain how credit affects a family financial growth and security.
1075. Use examples to compare and contrast common forms of credit.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.

TEXTBOOK REFERENCES:

The World: Yesterday and Today
Chapter 8

Human Heritage
Chapter 29

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 8.0 REFORMATION

COUNTY COURSE OUTLINE:

8.1 Definition

8.2 Protestants

8.3 Leader

8.4 Philosophy

8.5 Effects

COUNTY PERFORMANCE OBJECTIVES:

8.1 Students will define the term Reformation.

* 8.2 Students will analyze the term Protestant.

8.3 Students will recognize the impact of the writings of Martin Luther.

8.4 Students will examine the philosophies and viewpoints of the groups within the Reformation.

8.5 Students will discuss the social, political, and economic impact of the Reformation.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

H - Price, Market Equilibrium, and Inflation

OBJECTIVES - The student will:

45. Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.
46. Recognize misleading and non-misleading advertising.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

6. Distinguish between private and public property.
7. Identify sources of income.

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

2. Evaluate the statement that rules and laws are essential to any society.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effects relationships of historical events.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.

SKILLS - The student will:

1017. Select and defend a position or course of action consistent with established criteria.
1018. Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences.

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.
1029. Demonstrate the concept of arbitrary periodization of history into appropriate time frames as it relates to western and non-western societies.
1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1112. Predict behavior from knowledge of beliefs and values.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1135. Compare and contrast the concept of toleration of religion with the concept of freedom of religion.

TEXTBOOK REFERENCES:

The World: Yesterday and Today
Chapter 8
pages 181-183

Human Heritage
Chapter 30
pages 450-466

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 9.0 AGE OF EXPLORATION

COUNTY COURSE OUTLINE

9.1 Marco Polo

9.2 Prince Henry the Navigator

9.3 Exploration

9.4 New World

COUNTY PERFORMANCE OBJECTIVES:

9.1 Students will demonstrate a knowledge of Marco Polo, his travels, and the resulting cultural advantages to Europe.

9.2 Student will demonstrate a knowledge of advancements of navigation through the efforts of Prince Henry the Navigator (maps, ships, instruments).

* 9.3 Students will distinguish explorers (Diaz, Da Gama, Cortes, Pizarro, Magellan, Cabot, Hudson) as to their origin and destination.

9.4 Students will demonstrate a knowledge of the discovery of the Americas by Columbus.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Analyze the impact of geographical factors on the development of civilizations and societies. (IO-2)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVE - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

19. Identify how substitutions can be used when a resource becomes more scarce.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation).

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
7. Identify political divisions of the United States and the world.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, hist'ric, economic, political, physical).

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.
1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.
1031. Explain the historical setting of current state, national and international problems.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1138. Analyze historical documents to infer at least two definitions of patriotism (e.g., loyalty to country, loyalty to country's ideals).

TEXTBOOK REFERENCES:

Human Heritage
Chapter 31
pages 467-481

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 10.0 THE CHANGING WORLD

COUNTY COURSE OUTLINE

10.1 France
- 10.1.1 French Revolution
- 10.1.2 Napoleon

10.2 England
- 10.2.1 Elizabeth I
- 10.2.2 Glorious Revolution

COUNTY PERFORMANCE OBJECTIVES:

10.1 Students will demonstrate knowledge of France by:
1. listing major causes, events, and results of the French Revolution.
2. naming major events during Napoleon's empire.

10.2 Students will demonstrate knowledge of England by:
1. listing some of Elizabeth I's accomplishments and problems.
2. recognizing the events that brought about the Glorious Revolution as a change of government without a Civil War.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Utilize appropriate vocabulary and geographic, reference/ study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVE - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

TOPIC

C. - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

D - Scarcity and Production

OBJECTIVE - The student will:

19. Identify how substitutions can be used when a resource becomes more scarce.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVE - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE

83. Define government regulations as rules of conduct for consumers and producers.

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
7. Identify political divisions of the United States and the world.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
14. Distinguish between the Declaration of Independence and the United States Constitution.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.
1113. Predict how conflicts in values or beliefs may affect relationships among individuals and groups.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1132. Distinguish between civil liberties and human rights and give examples of each.
1138. Analyze historical documents to infer at least two definitions of patriotism (e.g., loyalty to country, loyalty to country's ideals).

TEXTBOOK REFERENCES:

The World: Yesterday and Today
Chapter 9
pages 192-196

Chapter 8
pages 184-186

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 11.0 INDUSTRIAL REVOLUTION

COUNTY COURSE OUTLINE

11.1 Textile Industry

11.2 Leaders

11.3 Major Inventions

11.4 Results

COUNTY PERFORMANCE OBJECTIVES:

* 11.1 Students will analyze the changes that occurred within the textile industry.

11.2 Students will identify major leaders of the Industrial Revolution.

* 11.3 Students will assess major inventions.

11.4 Students will demonstrate a knowledge of the changes to lives and nations.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.
6. Describe some ways in which competition benefits the consumer.
10. Define labor force as people employed or seeking employment.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

2. Evaluate the statement that rules and laws are essential to any society.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1064. Describe a potential business and explain how natural resources, labor, capital goods and entrepreneurial skills would be involved in its operation.
1066. Explain how economic conditions might affect the role of government in labor-management relations.
1068. Identify how changes in the level of capital investment affect productivity and employment.
1072. Identify the risks associated in alternative types of consumer personal investment.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092 Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1110. Identify advantages and disadvantages of competition and cooperation in state, nation and the world.
1111. Given a dilemma situation, identify possible consequences and propose reasons for each.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1163. Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems.
1164. Forecast the effects of a social, political and economic change on the environment.
1165. Select an environmental problem, investigate alternate solutions to that problem, select one alternative and defend that selection by the environment and society.
1166. Describe the social reactions which have occurred as a result of industry's impact on the environment.
1168. List and describe positive and negative consequences of various energy technologies.
1169. Give examples of the positive and negative influences which technology has had on societal concerns and decisions.
1171. Recognize ways in which specific rapid changes in technology impact upon society.
1175. Analyze the impact of technology on science and society.

TEXTBOOK REFERENCES:

The World: Yesterday and Today
Chapter 9
pages 198-202

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 12.0 NATIONS AND EMPIRES

COUNTY COURSE OUTLINE

12.1 Interdependence

12.2 Rise of Imperialism

COUNTY PERFORMANCE OBJECTIVES:

12.1 Students will demonstrate knowledge of interdependence among societies throughout the world.

12.2 Students will demonstrate knowledge of imperialism and its impact on the world.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Analyze the impact of geographical factors on the development of civilizations and societies. (IO-2)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Explain and give examples of interdependence among societies throughout the world. (IO-9)

Utilize appropriate vocabulary and geographic reverence/study, critical thinking and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

10. Define labor force as people employed or seeking employment.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communications.
7. Identify political divisions of the United States and the world.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.
14. Distinguish between the Declaration of Independence and the United States Constitution.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

2. Identify beliefs or value systems of specific groups.
4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will:

1. Recognize cause and effect relationships of historical events.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
6. Analyze selected beliefs or value systems.
8. Compare political systems.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.
1031. Explain the historical setting of current state, national and international problems.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
1093. Identify the interdependent networks (political, economic, social, militia, ecological and technological) which link the United States and other nations.
1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.
1095. Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

1110. Identify advantages and disadvantages of competition and cooperation in state, nation and the world.
1111. Given a dilemma situation, identify possible consequences and propose reasons for each.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1172. Evaluate the effects of social and economic actions on science and technology.
1173. Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies.
1174. Analyze the significance of specialization to science and technology.
1175. Analyze the impact of technology on science and society.

TEXTBOOK REFERENCES:

NONE

COURSE: WORLD CULTURES (ADVANCED)

UNIT: 13.0 20TH CENTURY

COUNTY COURSE OUTLINE

13.1 Conflicts
- 13.1.1 World War I
- 13.1.2 World War II
- 13.1.3 Korean War
- 13.1.4 Vietnam War

13.2 Science and Technology
- 13.2.1 Space
- 13.2.2 Pollution
- 13.2.3 Resources
- 13.2.4 Agriculture
- 13.2.5 Land Use
- 13.2.6 Population
- 13.2.7 Communication

13.3 Human Rights

COUNTY PERFORMANCE OBJECTIVES:

13.1 Students will demonstrate knowledge of conflicts by:
1. identifying the major causes and results of World War I.
2. identifying the major causes and results of World War II. (Holocaust)
3. identifying the major causes and results of the Korean Conflict.
4. identifying the major causes and results of the Vietnam War.

13.2 The student will demonstrate knowledge of science and technology by:
* 1. debating three developments in the space program.
* 2. evaluating the effects of pollution.
* 3. predicting the competition for natural resources.
* 4. assessing advances in agriculture.
* 5. judging the changing demands on land use.
* 6. classifying the demands of an increasing population.
7. differentiating how the advances in computers have increased communication.

13.3 The student will demonstrate a knowledge of human rights (education, women's movement, civil rights).

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Explain how significant events and contributions of past civilizations have influenced contemporary civilizations. (IO-1)

Analyze the impact of geographical factors on the development of civilizations and societies. (IO-2)

Assess the significance of individuals, events and characteristics of historical periods. (IO-3)

Analyze the impact of cultural diversity on the development of civilization. (IO-4)

Compare major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Infer the causes and effects of major changes in society. (IO-6)

Evaluate the impact of science and technology on civilization. (IO-7)

Suggest and evaluate possible solutions to selected world problems. (IO-8)

Explain and give examples of interdependence among societies throughout the world. (IO-9)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVE - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

43. Define price as the money value set for a good or service.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVE - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

COMPREHENSIVE TESTS OF BASIC SKILLS

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
4. Identify similarities and distinguish differences between communities.
7. Identify political divisions of the United States and the world.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skills to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
4. Evaluate the statement that citizenship involves both rights and responsibilities.
14. Distinguish between the Declaration of Independence and the United States Constitution.
16. Identify major political ideas that have contributed to the development of American government.

STANDARDS

E. The student will demonstrate a basic understanding of significant events, periods and individuals that have affected the historical development of the world.

SKILLS - The student will

1. Recognize cause and effect relationships of historical events.
2. Develop an appreciation for the humanities.
3. Analyze the impact of demographic changes.
4. Use graphics and pictorial resources to interpret historical information.
5. Demonstrate an understanding of chronology.
7. Recognize the effects of science and technology on society.
9. Identify political, economic and social issues of specific time periods.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.
1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.

1031. Explain the historical setting of current state, national and international problems.

STANDARD

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.
1095. Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1111. Given a dilemma situation, identify possible consequences and propose reasons for each.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1138. Analyze historical documents to infer at least two definitions of patriotism (e.g., loyalty to country, loyalty to country's ideals).

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.
1172. Evaluate the effects of social and economic actions on science and technology.

TEXTBOOK REFERENCES:

The World: Yesterday and Today
Chapter 9
pages 203 - 209

COURSE; WORLD CULTURES (ADVANCED)

UNIT: 14.0 FLORIDA HISTORY

COUNTY COURSE OUTLINE

14.1 Early Cultures

14.2 Exploration
- 14.2.1 Juan Ponce De Leon
- 14.2.2 Hernando de Soto
- 14.2.3 Jean Ribault

14.3 War and Conflicts
- 14.3.1 Spanish, French, English Claims
- 14.3.2 Seminole Wars
- 14.3.3 Statehood
- 14.3.4 Civil War
- 14.3.5 Spanish American War

14.4 Contemporary Florida
- 14.4.1 Boom and Bust
- 14.4.2 Cuban Missile Crisis
- 14.4.3 Modern Exploration (Space)
- 14.4.4 Tourism

COUNTY PERFORMANCE OBJECTIVES:

14.1 Students will demonstrate knowledge of early Indian cultures in Florida.

14.2 Students will demonstrate knowledge of exploration in Florida by:
1. recognizing the contributions of Ponce de Leon.
2. tracing the explorations of de Soto.
3. recognizing the influence of religion that affected Ribault.

14.3 Students will demonstrate knowledge of wars and conflicts in Florida by:
1. understanding the basis for the Spanish, French, and English claims.
2. listing the effects of the Seminole Wars to the settlers and Seminoles.
* 3. analyzing the events that led to the establishment of statehood.
4. recognizing the involvement of Floridians during the Civil War.
* 5. evaluating the economic impact upon Florida as a result of the Spanish-American War.

14.4 Students will demonstrate knowledge of contemporary Florida by:

* 1. assessing the reasons for the economic rise and fall in Florida during the 1920's.
  2. recognizing the strategic location of Florida during the Cuban Missile crisis.
  3. researching the changes in Florida caused by the development of the space program.
* 4. assessing the impact of tourism on Florida's growth.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand how contemporary civilizations have been influenced by events and contributions of past civilizations. (IO-1)

Understand the significance of geography on the development of civilization and societies. (IO-2)

Recognize significant individuals, events and characteristics of historical periods. (IO-3)

Recognize the impact of cultural diversity on the development of civilization. (IO-4)

Describe the major political, economic, social and religious beliefs and institutions of selected Eastern and Western cultures. (IO-5)

Identify major changes in societies and determine the causes and effects of these changes. (IO-6)

Understand the impact of science and technology on civilization. (IO-7)

Identify and analyze selected world problems and suggest possible solutions and consequences. (IO-8)

Identify examples of interdependence among societies throughout the world. (IO-9)

Utilize appropriate vocabulary and geographic, reference/study, critical thinking, and decision-making skills. (IO-10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES

TOPIC

A - Free Enterprise, Business Organizations, and Private Property

OBJECTIVES - The student will:

2. Identify private property as the basic foundation of a free enterprise system.

6. Describe some ways in which competition benefits the consumer.

TOPIC

C - Labor Organizations

OBJECTIVE - The student will:

10. Define labor force as people employed or seeking employment.

TOPIC

D - Scarcity and Production

OBJECTIVES - The student will:

14. Identify why scarcity requires choices.

17. Define production as the creation of goods or services.

19. Identify how substitutions can be used when a resource becomes more scarce.

20. Distinguish between a consumer good and a capital good.

21. Identify the factors of production as natural resources, labor, capital, and management.

TOPIC

E - Capital Investment, Profit, Motive, and Economic Growth.

OBJECTIVES - The student will:

24. Define capital goods as tools, equipment. machinery and buildings that are used in the production of other goods and services.

25. Define profit as the reward for taking risk in business.

TOPIC

F - Specialization, Technology, Exchange and Interdependence

OBJECTIVES - The student will:

30. Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.

31. Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.

32. Define technology as the use of tools and/or knowledge to produce goods and services.

TOPIC

G - Supply and Demand

OBJECTIVES - The student will:

34. Define demand as the amount of goods and services that buyers are willing to buy.

35. Define marketplace as a setting where goods and services are bought, sold, or traded.

36. Define supply as the amount of goods or services that sellers are willing to sell.

37. Name some factors which may influence the supply of a good or service.

38. Name some factors which may influence the demand for a good or service.

TOPIC

T - Government Functions (Taxation, Spending, and Regulation)

OBJECTIVES - The student will:

83. Define government regulations as rules of conduct for consumers and producers.

84. Identify kinds of taxes individuals may be required to pay.

COMPREHENSIVE TESTS OF BASIC SKILLS

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

MINIMUM STUDENT PERFORMANCE STANDARDS FOR SOCIAL STUDIES

STANDARDS

A. The student will understand the forces, processes and institutions involved in economic decision making.

SKILLS - The student will:

1. Distinguish between needs and wants.
2. Distinguish between goods and services.
3. Recognize scarcity as the problem of limited resources and unlimited wants.
4. Recognize that scarcity necessitates choices.
5. Identify opportunity cost.
6. Distinguish between private and public property.
7. Identify sources of income.
8. Distinguish between producers and consumers.
9. Recognize types of taxes.
10. Recognize the concept of "medium of exchange."
11. Analyze advertising.
12. Classify natural, human and capital resources necessary for production.
13. Compare economic systems.
14. Examine the relationship between supply and demand.

STANDARDS

B. The student will demonstrate an understanding and use of basic geographic concepts.

SKILLS - The student will:

2. Recognize that people of the world are linked by transportation and communication.
3. Recognize physical and political features of Florida.
9. Recognize physical geographic features.
11. Analyze how environment (climate, physical features, natural resources) influences growth and development of cultures.
12. Use thematic maps (climatic, historic, economic, political, physical).

STANDARDS

C. The student will acquire the knowledge and skill to participate effectively in a democratic society and apply problem-solving skills to the democratic process.

SKILLS - The student will:

1. Identify the services and functions provided by government.
2. Evaluate the statement that rules and laws are essential to any society.
3. Define terms related to American government.
7. Apply the steps of the decision-making process.
8. Apply thinking skills appropriate to American government.
13. Distinguish among local, state and national government.

STANDARDS

D. The student will demonstrate a basic understanding of the political, economic and social events, ideas and people affecting the development of the United States.

SKILLS - The student will:

4. Recognize the effects of science and technology on society.
6. Use graphics and pictorial resources to interpret historical information.
8. Demonstrate an understanding of chronology.
10. Recognize cause and effect relationships of historical events.
14. Identify Florida state symbols.
15. Explain the significance of historical figures and events of Florida.
16. Identify political, economic and social issues of Florida.
17. Analyze the impact of demographic changes on the development of Florida.

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1027. Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
1028. Explain causes and consequences of specific historical events.
1029. Demonstrate the concept of arbitrary periodization of history into appropriate time frames as it relates to western and non-western societies.
1030. Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.
1031. Explain the historical setting of current state, national and international problems.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1091. Identify major historical events and trends that have shaped the global development of human culture.
1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
1093. Identify the interdependent networks (political, economic, social, military, ecological and technological) which link the United States and other nations.
1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.
1095. Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will

1110. Identify advantages and disadvantages of competition and cooperation in state, nation and the world.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1141. Infer, using the Florida Constitution, the powers granted to states by the Federal Constitution.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1162. Identify and discuss the effectiveness of local, state or federal laws designed to protect people and the environment.
1163. Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems.
1164. Forecast the effects of a social, political and economic change on the environment.
1165. Select an environmental problem, investigate alternate solutions of that problem, select one alternative and defend that selection by the environment and society.
1166. Describe th social reactions which have occurred as a result of industry's impact on the environment.
1167. Demonstrate an understanding of the complexity of the energy issue.
1168. List and describe positive and negative consequences of various energy technologies.
1169. Give examples of the positive and negative influences which technology has had on societal concerns and decisions.
1170. Recognize that controversy exists concerning attempts to limit research conducted by scientists.

1171. Recognize ways in which specific rapid changes in technology impact upon society.
1172. Evaluate the effects of social and economic actions on science and technology.
1173. Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies.
1174. Analyze the significance of specialization to science and technology.
1175. Analyze the impact of technology on science and society.
1175. Relate geo-physical changes to social and technological problems.

TEXTBOOK REFERENCES:

NONE